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## ABSTRACT

Designed and written especially for the small, rural school district, this document compiles a variety of materials related to planning and implementing gifted education programs. The guidance model (using the school counselor to direct individualized programs for gifted students within the mainstream) is emphasized as a feasible program for districts faced with the problems of small enrollment, geographical isolation, and lack of financial resources. The topics covered include models for gifted education, specific steps in program development, the role and qualifications of the program director, identification of students with high achievement and potential, program evaluation, funding sources, gifted education in the middle school, school testing programs, and the function of mentors for gifted students. The discussion on identifying gifted students suggests a broad range of selection criteria, e.g., teacher recommendations, group achievement and aptitude test scores, examples of student work, self-referral, extracurricular activity performance, and parent information and referral. Included in the materials are numerous student record forms, formats for program evaluation, time lines and checklists for program development, and forms for identifying and recommending gifted students. (JH)

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# PROVIDING EXPANDED EDUCATIONAL OPPORTUNITIES

A GUIDANCE MODEL FOR GIFTED EDUCATION

PLANNING, IMPLEMENTING, AND EVALUATING A PROGRAM IN GIFTED  
EDUCATION IN SMALL, RURAL SCHOOL DISTRICTS

BY

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17 April 1980

Especially developed  
for the  
smaller rural schools.



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**GIFTED EDUCATION**  
**in a**  
**Small, Rural School District**

**INTRODUCTION**

Three of the most prominent myths relative to Gifted Education are:

Programs must be large

Programs must be expensive

Small Schools just can't have a viable program.

Of the 16,000 school districts across the country, most are "small," and many are "small and rural." Even the most populous states have small, rural school districts. In Kansas 174 school districts (85 percent) have total enrollments K-12 of fewer than 1,000 students and 84 of these districts have fewer than 400 students enrolled in the entire district.

Even with the "fabled" 2 or 3 percent gifted limits, each district of 1,000 students would have 20 to 30 "gifted" students. If a program broadened its definition to include talented and creative students the figures would approach 40 to 50 students per district. In Kansas there are 268 high schools (grades 10 - 12) with a total enrollment of less than 250.

These small school districts have the same two choices that larger districts have to provide services to gifted students that the larger districts have:

1. Develop and maintain their own program
2. join together with other districts in a co-operative special education program.

For the most part (1) has been ruled out because of direct and indirect financial concerns. (2) is not completely satisfactory because: (A) most co-operative programs are too large in population and in area served with the accompanying emphasis on the larger schools in the co-op or on the sponsoring district, and (B) the affective component is reduced to the disadvantage of the smaller districts when "experts" come in once a week or once a month. This is not meant as a total criticism of co-operative programs to provide services for gifted students; but, they simply cannot do the job effectively for the individual students in the small, rural districts. Ultimately each district should be responsible for the delivery system of gifted education to the individual students within their boundaries.

There are many materials available relating to Gifted Education: however, the following materials have two distinguishing characteristics:

1. Most materials evolved from the program in the Halstead Schools and the program evolved out of the determination of the school district to meet the needs of students.
2. These materials are especially designed and written for the small, rural school district.

We feel strongly that these two factors are important because so many materials are written away from actual useage. Also, many materials are written under the assumption that urban or surburban resources are readily available.

These materials have been shared with smaller, rural school districts across the country and overseas. There appears to be a great similarity among small, rural school districts regardless of their location. These basic similarities include the following.

1. Having a great desire to meet the needs of their students.
2. Location some distance from urban centers which have scientific, educational and cultural opportunities more readily available.
3. Lack of large financial resources and large enrollments.

#### THE GUIDANCE MODEL

In the myths cited at the beginning, there are some kernels of truth. Most programs in gifted education are large. They are expensive and at this time few smaller districts have a viable, on-going, healthy program for delivering gifted education to individual students.

Because of the small number of students, widely varing chronological ages, vast distances, declining enrollments and accompanying financial pressures; most of the "models" or "program prototypes" simply are not available to the small, rural school district. Hiring specialized staff for 20 to 30 students ( or less) spread over perhaps several hundred square miles in 2 to 4 attendance centers just is not a reality. "Pull out programs or grouping also suffers from small numbers, lack of specialized trained staff and the distance factors. Acceleration suffers from a lack of "what to accelerate to" in a small high school; mentoring suffers from limited community resources and specialized personnel.

There is, however, at least one prototype of a program for the delivery of gifted education to individual students which can meet the needs if the students and fit into the parameters of a small school district. Kaplan, (1974) and others have referred to this as the "Guidance Model."

The Halstead Program is based upon the guidance model as the delivery system for gifted education in the district. This model is especially well-suited for the smaller schools and rural schools; for middle schools as well as being useful for state and federal agencies.

#### THESE MATERIALS INCLUDE THE FOLLOWING TOPICS:

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| How to Humanize Our Schools - Now!.....      | v.1   |
| Program Planning                             |       |
| A Checklist for program Planning.....        | 1     |
| Models of Gifted Education Programs.....     | 1     |

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| How to Make Waves - Without Drowning.....                          | 2            |
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## GIFTED EDUCATION IN A SMALL, RURAL SCHOOL DISTRICT

### Introduction

There are many materials available relating to Gifted Education. But these items have two unique characteristics:

1. The materials evolved out of the program and the program evolved out of a determination of a school district to meet the needs of students.
2. The program and materials are especially designed for the small, rural district.

We feel that these factors are important because so many materials are written in an atmosphere "away" from actual useage. Also many materials are designed and written with the assumption of the availability of resources present in large, urban or surburban areas.

These materials have been shared with small, rural school districts across the country and in some foreign countries and there appears to be a great similarity between small, rural districts regardless of their location. These similarities include:

1. Having a great desire to meet the needs of their students.
2. Not having great financial resources nor large numbers of students.
3. Location some distance from most scientific, cultural and educational opportunities.

### Program Development

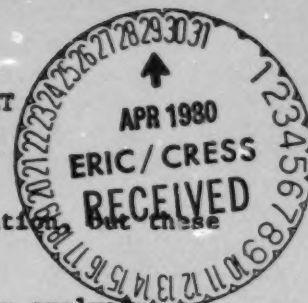
#### Where to Start-

Each district should begin by developing the attitude that no matter how small the district is and no matter where they are located they DO have students with outstanding potential and capabilities.

Programs for encouraging excellence need not be expensive and they do not have to be seperate from existing educational programs. In fact, the more the program fits in and blend with existing programs - the better it is for all concerned!

It is also important that each district maintain control of its program. Cooperation and sharing are fine, but the local school district is in the position of knowing the students, available resources, and combining these into an effective and efficient program.

Committees are deadly to progress! In-put, of course, must be sought from as many people as possible and advisory committees may be helpful in all aspects of program planning and development. There must be one person in charge. Someone who will take the extra time and expend the effort to organize and start a program. This need not be the same person who maintains the program after it is going. It is better if this person is already a member of the faculty or staff of the district and they must be interested in such a program. The ad-



vantages of having a staff member in this position are many and the person could be a superintendent, principal, counselor or other staff or faculty member. It is difficult for a full-time classroom teacher to devote the time necessary to the program without some "released time." It is important that the person chosen be selected on their merits and not as a reward or punishment.

#### Reimbursement-

In some states, including Kansas, school district receive some financial reimbursement for having an approved program and certified personnel for outstanding students. Generally, this reimbursement goes to the schools general fund; but a portion should be devoted to special materials and resources for the program.

#### Some Definitions-

There are many, diverse definitions for terms related to programs for outstanding students. It is important that each district have some definitions which they can agree on. At Halstead we use the following:

Gifted - Academically outstanding in achievement or potential in most areas of study. Note: "Gifted" is a much-misunderstood term. It might be best to use appropriate synonyms where ever possible to avoid stereotyping and misunderstanding. Halstead refers to their program as "Expanded."

Talented - Having one, possible two, areas of outstanding ability.

Creative - Includes all aspects of creativity, problem solving and leadership abilities.

Do not limit criteria to math, English, social science and natural science areas. Art, music, Industrial Arts, physical education, foreign language, home economics, business - all areas offered in the school - should be aware of outstanding students in their field.

#### A Separate Program? -

In small school districts, it is best that the program have a low internal profile. Students should not be isolated, indeed, this is not possible in small schools. Documentation, evaluation and criteria must be kept for students who truly meet state and federal standards. Further in this packet, materials give examples of how to include these students in the regular curriculum and educational offerings of the school.

#### First Steps -

After a determination is made to identify and provide encouragement and opportunities for outstanding students, the next steps include:

1. Selection of the person to "lead" in the development.
2. Determination of type of program, goals, objectives, and selection procedures to be utilized.
3. Proper permission and support from Superintendents, school boards and other individuals and groups in the community.

4. Using the selection criteria decided upon, a list of students can be developed who might gain from such a program.

At the same time students are being identified, some work must be going on with regard to what program is available or might be developed for these students.

#### In-service -

Individuals are available from the State Departments of Education and several Universities in Kansas to come to a district - or several districts may come together for an "in-service" program for faculty and staff. This is often a most valuable part of the initial phase of planning and developing a good program for outstanding students.

#### Communication -

We can never communicate too much!! The following should be used on a regular basis:

Articles in local newspapers and urban newspapers covering the area

Announcements in faculty and Student bulletins

Individual conferences with parents, students, faculty, staff and administration.

Special letters to parents, students, and other interested people and groups.

Announcements for administrative staff keeping them informed of progress of the program.

#### Special Training -

Many states have a prescribed sequence of courses leading to certification as a teacher in gifted education. In Kansas, this sequence is quite specific and reimbursement is based upon a qualified person and an approved program. Further information may be obtained from the State Department of Education in the various states. In Kansas, the following may be helpful:

#### Director of Gifted Education Programs-

Emporia State University, Emporia, Kansas 66801  
 Kansas State University, Manhattan, Kansas 66506  
 University of Kansas, Lawrence, Kansas 66045

College courses, seminars and workshops are scheduled regularly at locations across the state of Kansas. Every teacher and administrator would profit from taking several classes in gifted education since this would greatly assist them in their regular educational work. Some may want to become certified in gifted education and choose to teach in established programs or become a Director of Gifted Education Programs.

For the smaller district, it is advisable to have someone already established in the district become certified and organize the gifted education program in conjunction with another assignment. Smaller districts generally cannot afford a full-time person and the small number of students would not justify such a position. However, any school district, no matter how small, could justify a

part-time position for a person to work with outstanding students. Two smaller districts could also cooperate by sharing a person. Counseling lends itself to combining with gifted education in the smaller, rural school districts.

#### Funding -

No educational program should be developed simply as a way to obtain federal or state funds, or to expand staff and purchase materials. However, there may be state and federal funds available to help develop and sustain programs in gifted education.

In Kansas, the following resources may be helpful:

Mr. Phil Thomas  
State Dept. of Education  
Topeka, Kansas 66612

KEDDS  
1847 N. Chataqua  
Wichita, Kansas 67214

Specialist  
Gifted Education  
State Dept. of Education  
Topeka, Kansas 66612

Kansas Association for Gifted

#### State Plans and Mandates -

Many states have "State Plans" and legal Mandates which must be understood and followed. The State Department of Education can supply information on these plans and mandates. Please note the following:

1. State Plans and Mandates generally set minimum standards and schools may expand programs to include the additional students or services.
2. State Plans and mandates have survived legislative committees and compromise - therefore, they are objective and legalistic in nature.

#### Identification -

Identification is one of the most important - and one of the most misused aspects of programs to encourage capable students.

Much has been written on this subject, however; some items to remember include:

Selection criteria must be broad. It must include not only test scores, but also faculty and staff recommendations, examples of student work and any other available evidence for outstanding ability or potential

At the elementary level, the following should be included:

Teacher recommendations - perhaps the most important single factor

Group Achievement Test scores (as a general screening)

Group Scholastic Aptitude Test scores (as a general screening)

Any special tests which are administered by the district

Examples of student work (projects, papers)

Check lists, inventories or other data

Recommendations by counselors, other faculty or staff.

Self-referral

Academic performance

Extra activity performance

Parent information and referral

Individual scholastic aptitude and achievement tests may be used for final placement.

At the secondary level, all of the above are relevant. Remember to include previous teachers and teachers from each subject in which the student is enrolled.

Continuous records must be kept because students will experience good and bad years.

The identification process must be considered "circular," meaning that a student may start with a recommendation or a high test score and proceed from there.

Identification procedures must also include provisions for students who move into the district during the school year and students who miss-out on initial tests.

The program must be voluntary on the part of the student.

Students and parents must have the option of choosing to participate in the program. The reasons for this are obvious; Anyone forced into a program generally does not have a satisfactory experience. Of course, the counselor should accept the responsibility of presenting the program in a very positive way to students and parents so that most will want to participate.

#### Documentation and Evaluation -

It is important to document such items as:

Meetings (dates, times, personnel) for planning and implementation of the program.

A log of individual contacts with teachers and students.

Test scores, grades, other achievements and activities for individual students who are being considered for the program.

News releases and copies of other communications regarding the program.

Flow charts and time lines for planning, implementation and evaluation .

Evaluation can be based upon (1) documentation and (2) meeting goals and objectives of the program.

#### Selecting a Model for the Program -

There are many models for Delivering a program for outstanding students and many writers describe these models in detail.

Briefly, some of the major models include:

District - One school district has its own program.

Co-op - A number of districts go together to provide needed services.

This could be a "true" co-operative where each district participates equally; it could have a "sponsoring district" which allows others to participate or it could be a co-operative which allows member districts to "buy" only those services which are needed.

(Under the above headings, the following may be provided:)

Complete pull-out: Identified students are provided separate educational experiences.

Partial pull-out: Identified students have part of their education with other students.

Total Mainstreaming: Identified students receive their education in the framework of the regular curriculum with adjustments made in the classroom, scheduling and through counseling.

Traveling: The teacher travels from room to room or school to school providing services for outstanding students.

Resource Room: Is a specially prepared room where outstanding students may go for extra educational and activity programs.

(under the above headings, the following may be provided:)

|                     |                  |                  |
|---------------------|------------------|------------------|
| Enrichment          | Mentors          | Career Education |
| Acceleration        | Guidance         | Counseling       |
| Independent Study   | Field Experience | College Classes  |
| Community Resources |                  |                  |

#### The Guidance Model -

For the small, rural district, the Guidance Model has several advantages which are detailed in these materials. Each district has a counselor who can relate to different staff and disciplines. The counselors can adjust their schedule and through established guidance and counseling practices can provide many services for outstanding students. This can take place with the student being the central focus rather than the subject matter. Other advantages

include: maximizing existing staff, facilities and resources; maximizing student interaction and more opportunity to understand students with diverse abilities and interests.

This model also minimizes the impact of selection errors. For example-if a student leaves the program it is easier to fit the student into the regular curriculum. Likewise, new students entering the district can enter the program more easily.

Some final words:

Everyone has some areas in which they excel.

Students should receive some credit for their work.

"Gifted Education" is not just "More of the same!"

## GIFTED EDUCATION IN THE MIDDLE SCHOOL

### A Guidance Model

"It was the best of times, It was the worst of times!"

This famous quotation could describe life and times in the Middle School! It is a time of great student enthusiasm, interest and energy. It is also a time of rapid growth, silliness and discovering the opposite sex.

#### INTRODUCTION

There are distinct philosophical and practical differences between the Middle School and the Junior High School. However, for the purposes of this monograph, the comments, observations and examples are equally valid, when adjustments are made for age differences and differences in social settings. Focus is on a school encompassing two to four grades between the 5th and 9th levels.

#### WHY GIFTED EDUCATION IN THE MIDDLE SCHOOLS?

Sigmund Freud's concept of the the remarkable impact of early experience upon human development indicates that early "shaping" and encouragement of students is necessary for maximum total development. We know that it is best to introduce some mathematical concepts, foreign language; and study skills are best introduced and developed at an early age. Further, personal habits of honesty, sensitivity and concern for others is best developed early.

One purpose of education is to help each individual develop to the maximum of his/her potential and schools must take the lead in developing leadership within each individual. Each of these basic and very valid concepts are important when related to encouraging, motivating and providing opportunities for students with high ability and the potential for high achievement.

#### WHY THE COUNSELING MODEL?

In other monographs, outlines have been presented of the many, varied models for gifted education. The Counseling Model has many unique characteristics and is especially adaptable to the small, rural schools and the middle school for the following reasons:

Academic departments may be small and not have the time or staff for broad program coordination.

The Counseling staff can adjust their time and schedule to adequately ~~handle~~ administrative tasks and they can communicate with administration, departments, community resources, students and parents.

The Middle School Counselor can also communicate with and coordinate activities and programs with elementary and high schools which is so important for program continuity.

Student personnel data, records and test scores are readily available in the Counseling Office.

The most significant aspect of any program for the encouragement of excellence is in motivation, interest development and stimulation, overcoming personal problems, developing study skills, coping with peer pressures and similar areas which the counselor is well-suited to do.

Through the Counseling Model, students and parents become part-owners of the program. Doing things with the student rather than to the student!!

The counselor can provide continuity and strength by working with the student and family over several years regardless of the classes in which the student enrolls in or the extra activities in which the student chooses to participate.

#### SOME SPECIFIC CONSIDERATIONS

**The Students:** Are still growing, developing as individuals and finding many "new" areas of life exist for them to explore. They have enormous amounts of energy which often needs direction and they respond to enthusiastic faculty and staff.

They sometimes have difficulty seeing a value in school; they need encouragement to try new things and they may lack forward vision in career and future planning. Peer pressures are tremendous and they are extremely sensitive to criticism of themselves or their friends. They are beginning to develop their individual identities and they may have rigid concepts of "right and wrong."

Home and parental relationships are critical.

**The Parents:** Are basically very interested in their students, but experience "not knowing what to do or say" at times. They still can exert some authority over students, but it is beginning to erode.

**The Teachers:** Are basically very good. Some have not acclimated to the Middle School and still see themselves as "elementary teachers on the way up" or "secondary teachers on the way down," which has generally unfavorable results. The faculty member who is specially trained for the Middle School and who chooses this level may be somewhat of a rarity.

**The Counselors:** Deal with the "beginnings" of very serious problems of development: family quarrels, drugs, alcoholism, social deviancy and others; however, these are often "disguised" as "kid stuff" or "whinning."

There are also "academic " problems as students "try their wings."

Must be well-educated and well-trained as well as being very sensitive to the emotional needs of students. The counselor must also be responsive to the concerns of faculty and administration as they attempt to cope with students.

Common sense, patience and a large measure of physical stamina are also commendable.

#### HOW TO BEGIN A GIFTED EDUCATION PROGRAM IN THE MIDDLE SCHOOL

1. Study other Programs: There are some fine programs in operation and there are excellent materials available.
2. Take an Inventory: You are doing many things right now which can be used in a comprehensive Gifted Education Program.

Document tests being given, honors programs, advanced courses, scheduling, counseling programs, Special programs, field experiences, honor rolls, achievement recognition, forensics, foreign language, music, speech and Student Council as well as others.

Analyze the curriculum: do all students take the same classes? What are the orientation programs for incoming students? Does the Counselor spend time with "top" students as well as "problems?"

A "needs assessment" may be necessary to document justification for the extra emphasis as well as establishing philosophy, goals and objectives.

3. Know State and Federal guidelines: Become familiar with the legal state and federal laws, mandates, rules and regulations for your state.
4. Seek In-put: The School Board, Superintendent, faculty, administration and the community should have several opportunities to discuss, comment and criticize the early developmental stages of the program.

5. **Special Course Work:** All faculty and staff gain immensely from taking the introductory courses in Gifted Education and a person considering teaching in the area, must take the necessary classes for certification. There are some components of Gifted Education which differ greatly from special education or general education.
  
6. **Name a Director:** Not a facilitator, not a coordinator and not a consultant! A competent, intelligent "take-charge" person who will work hard to develop and maintain the program is needed. A person who will solicit and follow advice in providing the type of program the school wants and needs, but also a person with good ideas and a degree of independence is needed.  
  
Of course, many others will be involved in the program and all phases of its development; but leadership is the<sup>key</sup> ingredient to a successful program in Gifted Education in the Middle School.
  
7. **Naming the Program:** Avoid it!! Names, clever topics, and initials detract from the program and may conjure up ideas about the program which are not accurate and will be detrimental to the program and to the students.  
  
Be very careful about the word "gifted." It too conjures up strange concepts in the minds of people--both professional and others.
  
8. **The Committee:** In the smaller schools and in the Middle Schools, the Counselor is in the ideal position to direct the Gifted Education Program for reasons outlined earlier. If not the Director, the Counselor should certainly be a member of the ("Steering Committee"). The Committee should be composed of four to six members selected for their interest in Gifted Education and their representation of specific areas, i.e. faculty or administration. (See also the monograph "The Committee in Gifted Education"-McCune)  
  
Under no circumstances should the Director or any member of the Committee be chosen as a reward or punishment. **Nor** should the committee be considered a place for someone to "retire."  
  
One committee is enough! One committee can get the job done and more committees simply confuse and distort effort.
  
9. **Developing Program Goals:** Goals are general and broad and they set the tone, direction and basic guidelines for the total program.

9. Developing Program Goals: (continued) Do not limit your program in these early stages. Do not focus on one I.Q. score. Do not focus on a few grade levels or high scores on one achievement test. Do not develop a pile of questionnaires for teachers to complete. If you do any of these, you will begin the ultimate destruction of your program.

Goals should speak to the following areas in line with the in-put you have received and the desires of your school: Define "gifted" in your school; Why do we need such a special emphasis?; how do we plan to meet these needs? and how will we know if we have been successful? (evaluation). Details can be added when program objectives are developed. Goals will remain relatively stable while objectives and guidelines must remain somewhat flexible.

10. Types of Program Models:

Choosing the "Delivery Model" or "Program Type" for your district is very important. It should reflect philosophical desires of the school and practical reality such as finances, physical facilities and personnel as well as community and social attitudes. Some types of Models are: (See also the monograph "Gifted Education in a Small, Rural School District" - McCune)

Co-op Model-True co-operative, buy-in, or sponsoring district.

Complete pull-out program - schools, grades or classes

Partial pull-out program - day, week, semester

COUNSELING MODEL (See also the Monograph "The Counseling Model in Gifted Education.")

Total Mainstreaming

Traveling (not itinerant) teacher

Resource Room

Learning centers, extended day program, Saturday program, released time, research model, enrichment, acceleration, field trips, special seminars, mentors, mini-courses, workshops, team teaching, Learning packets, Independent study, Career Education.

One or more of the above can be combined for a very effective, efficient program of Gifted Education in the Middle School.

11. In-Service  
for faculty  
and Staff:

Included in this step are both the formal "in-service" programs and the informal "face-to-face" contacts with faculty, staff and administration.

Do your own! Outside consultants come and go - but, you, your staff, your school and your community remain. Your Director should be in charge of these. Outside people serve well as resources and provide motivation but it is your school's program!

The in-service programs must be very practical in nature. Do not begin with, "What questions do you have?...." or "I don't know much about this, but..." Topics to be covered and their approximate order are:

Definition of "Gifted" Who are we talking about?

How do we identify these students? Include both the criteria and forms to be used. Paperwork is essential. (see also the monograph "Record Keeping in Gifted Education"-McCune)

What will we do to assist these students? Remember that "awareness" both faculty and administrative as well as special programs within the classroom are important parts of the program! A low internal profile is not bad!

12. Sequential  
Program  
Development:

Your program was begun when you first formulated thoughts about it and it has been in operation through the prior steps. The following "phases" of development may help to continue an orderly development:

Phase I Goals, objectives, awareness, Director, Delivery Model Committee and inventory.

Phase II Identification procedures, record-keeping, coordination with other programs, budgeting, community resources and in-service.

Phase III Add enrichment, acceleration, evaluation, keep people informed and follow-up procedures, field trips

At each stage of development continue those items which have proven useful and discard those which are not useful to your school and your students, so that your program continually focuses on its goals.

Consider also parent groups, the disadvantaged and special programs for women.

You can do it! It is necessary! It is worth all the effort! It does help!

If YOU don't do it - who will?

## HOW TO USE THE COMMITTEE IN GIFTED EDUCATION (Especially in the smaller schools)

### CIRCULAR MODEL

To some, a committee is almost a "nasty word!"  
But, when used effectively, the committee in  
Gifted Education can be a most useful tool.

The key to successful use (and participation) of the  
committee lies in (1) it's structure (2) organization and  
(3) flexibility (or being circular).

### Why Committees?

A committee can provide input from a cross section of  
members and can serve as a vehicle to disseminate information.

Forming a committee is NOT the first step in developing or  
or managing a Gifted Education Program! The first step is to  
develop an awareness among a wide variety of people so that all  
interested persons may indicate an interest to serve.

(We will assume at this time that proper public relations  
and in-service programs have been carried out and that a  
broad cross-section of the school and community are aware  
of the need for such a program which encourages and motivates  
high ability students.

### STRUCTURE

#### The Coordinator

Someone must be in charge! A leaderless committee is  
useless!! This will be the person designated to be in  
charge of the total program.

#### Member Selection

Members are considered for selection on the bases of (1)  
interest and (2) representation of a group in the community  
or school.

For the smaller school districts, a membership of four to eight is an effective size and could be composed of the following:

- 1 Elementary faculty
- 1 Elementary Administrator
- 1 Secondary faculty
- 1 Counselor

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For larger districts the following could be added:

- 1 Jr. Hi (or middle school) faculty
- 1 Jr. Hi (or middle school) administration
- 1 Faculty member from each school in the district
- 1 or more parents representing different age groups

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Ex-Officio members: Building administrators, Counselors and Supts. should always be invited. Because of their schedules they cannot attend each meeting, but they must be kept informed.

For some communities, it might be useful to include students and representatives of local civic, social, religious or other constituencies.

#### ORGANIZATION

KEEP IT SIMPLE!! The coordinator (perhaps with some secretarial assistance) should handle the organization and administration of the committee. This includes:

- Setting dates for meetings
- Preparing agenda
- Notifying participants
- Preparing reports of meetings
- Distribution of materials
- Following up on details

#### Leadership

The coordinator is also responsible for providing the necessary leadership for the program as well as being responsible for the on-going management and the preparation of reports, plans and summaries for the total program.

When selected, the committee members should be informed of the duties of the committee which include the following functions:

- Planning
- Co-ordination
- Placement
- Evaluation

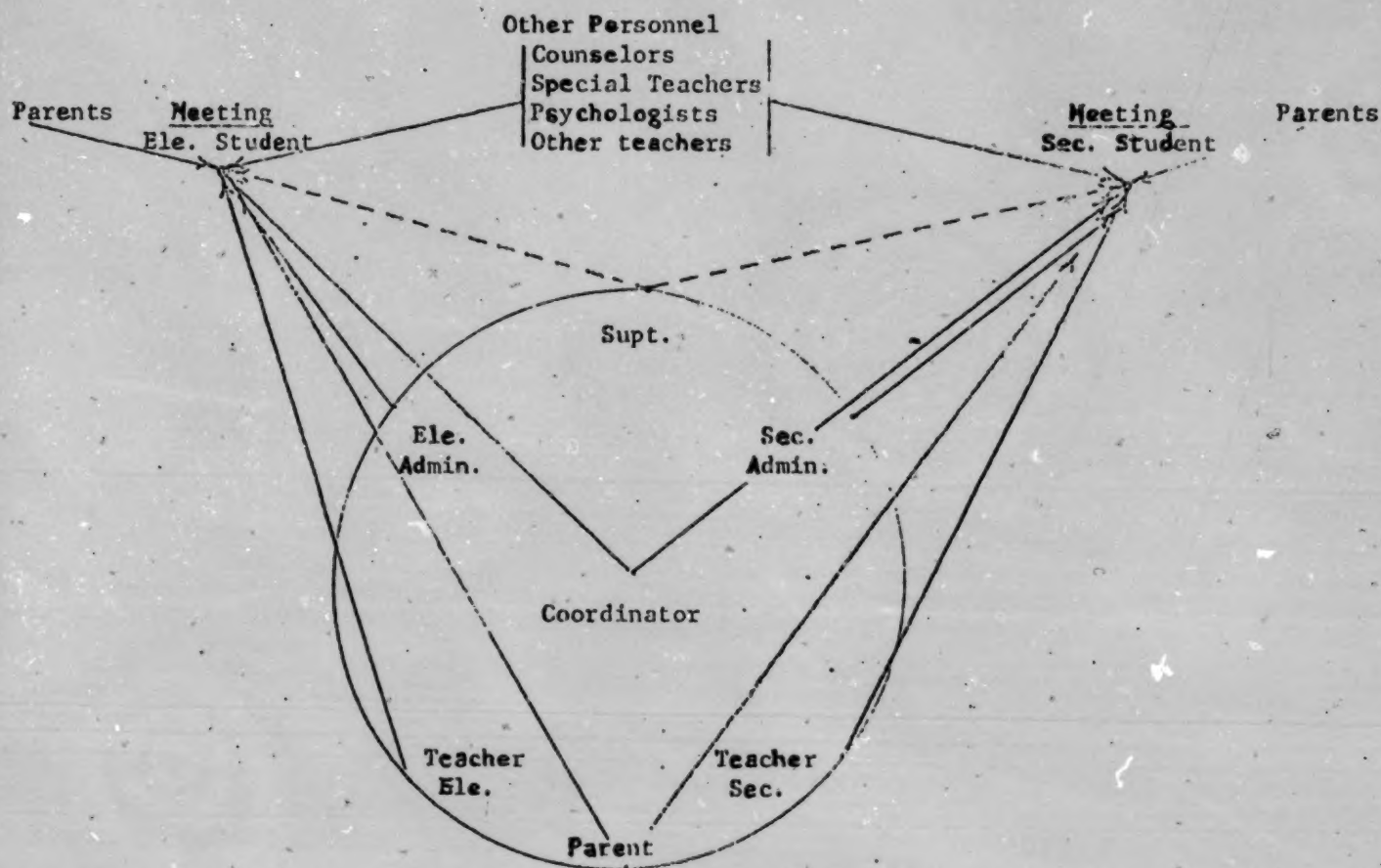
Members should be selected for one school year and should be invited to continue so long as their performance and interest are high. Resignations should be filled by a representative of the same group. Members must be encouraged to attend each meeting, but it is realized that this is not always possible. Absent members should be informed of all proceedings.

### FLEXIBILITY

No one likes to serve on a committee which meets too frequently; one that has no direction nor one that puts a great burden upon its members. Each member is also a parent, teacher, counselor or administrator with little "free" time.

Therefore, if the committee is made up of a variety of people who represent a cross-section of the school and community; the committee can be flexible (circular) in nature. Not every committee member has to be involved in every aspect of the program - only those of greatest interest and need.

### CIRCULAR MODEL



All committee Members would be involved in program planning and Evaluation.

## **The Director of Gifted Education Programs**

### **Personality and Image Projection**

Programs, planning, committees and materials certainly are part of an effort to motivate, encourage and provide educational opportunities for students with outstanding students. However, the single most important factor in such programs is the Director.

Further, as in every instance of leadership, we are speaking of personality and image projection. College degrees, whether male or female, age, and past achievements are of secondary importance.

### **The position**

The Director of Gifted Education must be just that - a Director! Not a consultant, not a facilitator and not "just" a resource person. Of course, there must be input, suggestions and ideas from a wide-variety of people; but, in the final analysis, the Director must take charge, make decisions and "direct" the total program.

As we have discussed previously, the person selected as Director must be selected on "merit" it must not be a "reward or punishment" nor should it ever be used to "keep a person on the payroll."

It is legitimate; however, in smaller districts to combine the position with a compatible position because of monetary and staffing considerations. (Indeed, this is an advantage of the "Counseling Model" especially in small, rural schools) Care should be taken to "combine" positions effectively such as with teaching, counseling or similar area. Combinations with coaching, administration or athletic directors are not advised because these duties will take precedence over "Gifted Education" in an emergency.

The position must also include budget and time for planning. In general, the position should be equal to all other educational assignments.

It is advantageous if the district "really feels" a need and commitment to this type of program rather than simply doing something "to meet a State or Federal Mandate."

### **The person**

It is advantageous for the person to be a respected member of the educational team in a school or district prior to their assignment in "Gifted Education." Obviously, this person would then know the school, the faculty and staff as well as some "history" of the district. A person coming in would have to learn all this in addition to working in the program. (Of course, a new person coming into the district would be able to start "fresh" which could be an advantage.

Personality is the result of complex interactions of heredity, biology and environment. It is the total projection of ourselves to others. It is specific (as in physical appearance) and it is vague (as in charisma). It is the most important aspect of ourselves because (1) personality filters all experiences and learning and (2) it is what others "see and experience" when they come in contact with us.

Personality is "basic" to each of us and as a result it resists change. Personality can change, but it requires concentration and effort on the part of the individual.

It would appear that the following personality (basic) characteristics would enhance the performance of the Director of a Program for very capable students:

|                    |                                                                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Humor              | The ability to laugh at oneself, to see the humor in situations and to appreciate the many aspects of humor.                                     |
| Positive           | A positive outlook on life rather than consistent negativism.                                                                                    |
| Hard work          | The physical and mental stamina necessary to sustain effort.                                                                                     |
| Organization       | The ability to organize personally and professionally to reduce wasted time, effort and resources.                                               |
| Kindness           | Treating staff, students and others in a manner which reflects genuine concern for them as individuals.                                          |
| Self-respect       | Knowing that they have done a job well and knowing that as a person they are worthy and have much to offer those with whom they come in contact. |
| Smart              | Knowing how to get along with people, how to "give and take," when to lead and when to follow, when to speak out and when to keep silent.        |
| Wide mental vision | Having the ability to see a situation from a variety of viewpoints and being able to suspend judgement until all the facts are in.               |

Using the above list, and adding others, a checklist could be made for people planning to enter the field of gifted education. Perhaps several people could candidly evaluate each other. If there are areas in which a person does not feel "adequate," steps can be taken to achieve modifications in basic attitudes and personality.

Comments and questions on this concept and others in gifted education and career education and requests for reprints from other monographs may be sent to:

Dr. Allen D. McCune  
Counseling  
Halstead High School  
Halstead, Kansas 67056

## RECORD KEEPING FOR GIFTED EDUCATION

### "Being Organized is Simply Being in Control!"

To most people record keeping and "bookwork" is thought to be non-essential, ridiculous - or even worse!! However, good records are essential and a tremendous asset for a program to encourage high ability students and an efficient record system includes the following advantages:

Data and information can be used for summaries and evaluation.

Trends, gaps and inadequacies can be noted with resulting modifications made in the program.

Program needs can be more readily identified

District, state and federal reports can more easily be completed.

Data and information can easily be computerized for further analysis.

An efficient system of records will result in less unproductive time spent and a more effective, efficient program.

There is no one "best" way to keep records for a Gifted Education Program. Each school or district must decide for themselves what is needed and what is the best way to meet these needs. However, there are some general considerations which should be noted, including:

General headings for records should include:

#### PROGRAM

#### STUDENTS

Under these headings, the following categories may be necessary:

**PROGRAM** (Perhaps best suited for file folders or large loose-leaf notebook) Filed chronologically by year and month

**History** Including how the program evolved, showing dates, people involved and agenda items.

**Yearly Plans** Including tentative plans and time lines for each year.

**Yearly summaries** Including individual and group activities for the year as well as total program progress.

|                            |                                                                                    |
|----------------------------|------------------------------------------------------------------------------------|
| <b>Committee Reports</b>   | Including membership, communication, meetings and other details.                   |
| <b>Public Relations</b>    | Including newsreleases, program descriptions and activities.                       |
| <b>In-service</b>          | Including dates and agenda for programs or faculty and other groups.               |
| <b>Student lists</b>       | Includes names and areas of strength.<br>(Filed alphabetical by grade and student) |
| <b>Individual students</b> | Includes I.E.P. copies, permissions, confidential reports and similar documents.   |

Other areas in these files might include:

Field Trip Reports  
State Reports  
State Information  
Federal Information  
University information

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**STUDENTS** (Perhaps best suited to 3 x 5 cards with color-coded tops)  
These materials are filed by grade and alphabetical by student.  
The cards should include the following data and information:

|                          |                       |
|--------------------------|-----------------------|
| Name                     | Other accomplishments |
| Year and grade           | Dates of conferences  |
| Recommended by whom      |                       |
| Area(s) of strength      |                       |
| Standardized test scores |                       |

(Remember, legal items are included under "PROGRAM.")

Color-coding could be as follows:

|       |                                                                                                     |
|-------|-----------------------------------------------------------------------------------------------------|
| Red   | Students who will probably meet state and federal guidelines of achievement levels and test scores. |
| Green | High achievers or talented in one area.                                                             |
| Blue  | For any student who receives one recommendation.                                                    |

Students who have at least one recommendation should have a card started for them. Students can move from level to level and can even flow out of the program.- Indeed, this should happen!!

It is vital to keep all the files up-to-date and to check them regularly.

# HALSTEAD HIGH SCHOOL

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520 WEST SIXTH  
HALSTEAD, KANSAS 67056

GARY REYNOLDS, *Principal*  
Phone 316-835-2682

Dr. McCune  
Counseling

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Initial Contact: By: \_\_\_\_\_ Date: \_\_\_\_\_ How: \_\_\_\_\_

Student Interview: By: \_\_\_\_\_ Date: \_\_\_\_\_

Results: \_\_\_\_\_

Student Questionnaire: Given: \_\_\_\_\_ Returned: \_\_\_\_\_

Results: \_\_\_\_\_

Parent Contact: Date: \_\_\_\_\_

Results: \_\_\_\_\_

Teacher Contact: Date: \_\_\_\_\_

Results: \_\_\_\_\_

Date: \_\_\_\_\_

Results: \_\_\_\_\_

Date: \_\_\_\_\_

Results: \_\_\_\_\_

Files reviewed: Date: \_\_\_\_\_

Results: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I.E.P. Conference: Date: \_\_\_\_\_

Results: \_\_\_\_\_

\_\_\_\_\_

U. S. D. # 440

Gifted, Talented, and Creative

Student Inventory

Student's Name \_\_\_\_\_

Last

First

Middle

Classification/Grade \_\_\_\_\_ Age \_\_\_\_\_

Check the column that best describes you concerning these statements.

SA--strongly agree, A--agree, DK--don't know, D--Disagree, SD--strongly disagree

|                                                                              | A | SA | DK | D | SD |
|------------------------------------------------------------------------------|---|----|----|---|----|
| 1. I am a good student.                                                      |   |    |    |   |    |
| 2. Other people think I'm intelligent.                                       |   |    |    |   |    |
| 3. I enjoy working with my hands and with mechanical things.                 |   |    |    |   |    |
| 4. I enjoy scientific things.                                                |   |    |    |   |    |
| 5. I enjoy abstract or mathematical problems.                                |   |    |    |   |    |
| 6. I enjoy discussing or debating an idea.                                   |   |    |    |   |    |
| 7. I enjoy reading.                                                          |   |    |    |   |    |
| 8. I enjoy daydreaming and imagining things.                                 |   |    |    |   |    |
| 9. My work is often original.                                                |   |    |    |   |    |
| 10. I often express my feelings in music, art or drama.                      |   |    |    |   |    |
| 11. I like to express my opinions even if I know others may disagree.        |   |    |    |   |    |
| 12. I question why and how things are done.                                  |   |    |    |   |    |
| 13. I am good at planning projects & activities                              |   |    |    |   |    |
| 14. I like to study or learn about things that are challenging or difficult. |   |    |    |   |    |
| 15. I am a warm and understanding person.                                    |   |    |    |   |    |
| 16. Most people like and respect me.                                         |   |    |    |   |    |
| 17. I understand and accept other people.                                    |   |    |    |   |    |
| 18. I like to work on things independently.                                  |   |    |    |   |    |

1. List your special interests, hobbies, collections, and favorite activities.

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---

---

2. List your favorite types of reading materials. (subject matter, titles, etc)

---

---

---

3. I'm really good at \_\_\_\_\_

---

---

---

My greatest weakness is \_\_\_\_\_

---

---

4. My favorite subject(s) is (are): \_\_\_\_\_

---

---

5. I like to spend my free time \_\_\_\_\_

---

---

6. I want to become \_\_\_\_\_

---

---

( vocational and/or personal goals? )

7. Here are six talent areas. Rank them accordance with your abilities.

1--Greatest strength to 6--least talented area

\_\_\_\_\_ General Intellectual ability

\_\_\_\_\_ Specific academic aptitude in one subject area ( \_\_\_\_\_ )  
please list

\_\_\_\_\_ Creative thinking

\_\_\_\_\_ Leadership ability

\_\_\_\_\_ Visual and Performing areas

\_\_\_\_\_ Mechanical skills or athletic ability ( \_\_\_\_\_ )  
please indicate which one

8. List any accomplishments of which you are proud. \_\_\_\_\_

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U.S.D. # 440

Gifted, Talented, and Creative

Parent Inventory

Student's Name \_\_\_\_\_

Last, First Middle

Classification/Grade \_\_\_\_\_

Age \_\_\_\_\_

1. List any special talent(s) or skill(s) your child has:

Give example(s) that illustrate the above talent(s) or skill(s). (List awards, projects, accomplishments, etc.)

Check the column that best describes your student concerning these statements.

SA--strongly agree, A--agree, D--disagree, SD--strongly disagree

DK--don't know

|                                                                                        | SA | A | DK | D | SD |
|----------------------------------------------------------------------------------------|----|---|----|---|----|
| 1. Has many adult interests                                                            |    |   |    |   |    |
| 2. Has a wide variety of interests and/or likes                                        |    |   |    |   |    |
| 3. Likes to do many things and wholeheartedly participates                             |    |   |    |   |    |
| 4. Chooses difficult tasks and projects over simple ones                               |    |   |    |   |    |
| 5. Is self-critical; finds and corrects own mistakes; sets high standards for himself. |    |   |    |   |    |
| 6. Has perseverance; sticks to a project once it is begun                              |    |   |    |   |    |
| 7. Is able to plan and organize activities and/or time                                 |    |   |    |   |    |
| 8. Uses unusual and unique ways of solving problems                                    |    |   |    |   |    |
| 9. Has unique ideas and/or makes creative objects and designs                          |    |   |    |   |    |
| 10. Is more observant and aware than others his age                                    |    |   |    |   |    |
| 11. Likes working with other people                                                    |    |   |    |   |    |
| 12. Likes making his views known                                                       |    |   |    |   |    |
| 13. Is very inquisitive about many things                                              |    |   |    |   |    |

14. Likes to organize people and things

1. List his/her hobbies, collections, and special activities:

2. Describe his/her reading interests. (types of books, subject matter, or titles)

3. What is his/her favorite school subject(s)?

What is his/her attitude towards school?

4. What is his/her favorite leisure time activity?

5. What special lessons, training, or experiences has he/she had outside of school?

6. List any factors that you feel may be keeping him/her from reaching his/her full capabilities. ( physical handicaps, environmental influences, learning disabilities, emotional or psychological factors)

U.S.D. # 440

Gifted, Talented, and Creative

Teacher Inventory

Student's Name \_\_\_\_\_

Last

First

Middle

Classification/Grade \_\_\_\_\_ Age \_\_\_\_\_

Check the column that best describes this student concerning these statements.

SA--strongly agree, A--agree, DK--don't know, D--disagree, SD--strongly Disagree

A SA DK D SD

|                                                                                                        |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 1. Is performing 2 or more years above grade level. Indicate special areas if applicable: _____        |  |  |  |  |  |
| 2. Learns material rapidly and easily.                                                                 |  |  |  |  |  |
| 3. <u>Uses a large vocabulary and</u><br>uses it correctly                                             |  |  |  |  |  |
| 4. <u>Retains material and</u><br>applies it to new situations.                                        |  |  |  |  |  |
| 5. Prefers to work alone with a minimum of direction.                                                  |  |  |  |  |  |
| 6. Has broad interests; many hobbies, collections, involvements.<br>If applicable give examples: _____ |  |  |  |  |  |
| 7. Gets more out of material than others; sees relationships, cause and effect, solutions, etc.        |  |  |  |  |  |
| 8. Asks penetrating, hard to answer questions.                                                         |  |  |  |  |  |
| 9. Has an advanced for his/her age sense of humor.                                                     |  |  |  |  |  |
| 10. Prefers to associate with older students and adults.                                               |  |  |  |  |  |
| 11. <u>Becomes bored with drill, repetition, and</u><br>slower students.                               |  |  |  |  |  |

12. Is highly motivated in areas in which he is interested;  
has many projects which become "major productions".

13. Is self-critical and strives for perfection.

14. Has a longer attention span than most students his/her age.

15. Is concerned earlier than most students or more than most his/her age with values and ethics.  
Makes such judgements willingly.

16. Has original, imaginative, and/or unexpected responses, solutions, and creations.

17. Is a leader and organizer of people.

18. Can organize materials and his/her time.

19. Questions authority; wants to know why.

20. Carries responsibility well; can be counted on to complete a task or handle a situation.

1. List any instances of exceptional behavior or performance you feel are noteworthy. Briefly explain them if necessary.

2. List any factors (physical, emotional, or environmental) that could possibly be hampering achievement on the part of this student. (Physical handicaps, Learning Disability, outside responsibilities, disruptive home-life, transiency, cultural deprivation)

From: \_\_\_\_\_

Unified School District #440  
Halstead, Kansas 67056

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Request For  
Parent Permission for Individual Student Testing

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Dear Parents:

Several teachers and educational personnel in our district have indicated that your student has been doing extremely well in classes and appears to have significantly above average learning skills and abilities.

In order to provide advanced and individualized educational opportunities, we need your permission to give the student an individual intelligence test. You have a right to a personal conference regarding the testing prior to the administration. You and your student are under no obligation and there is no charge for this testing. The length of the testing will not exceed \_\_\_\_\_ hours.

The results of this test will be included with recommendations, achievement and other indicators. If these results indicate significantly above average abilities, we will make every effort to provide the appropriate educational opportunities needed and desired by you and your student.

The student will remain a part of USD #440 and would not be separated from the school or its activities and opportunities. However, expanded and individualized learning opportunities would be available.

PARENT CONSENT FOR TESTING

I have received and understand my parental rights as outlined on the reverse side. I hereby consent to the evaluation of my child by the Harvey-Marion County Special Education Cooperative through testing by a school psychologist.

I give my consent for testing by a school psychologist.

Date: \_\_\_\_\_

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
(Parent's Signature)

We want to confer with you regarding the results of this test and the complete evaluation. When would be a good time? Day: \_\_\_\_\_ Time: \_\_\_\_\_

Please complete the Student Information Section, sign the Parent Consent and return in the enclosed envelope.

Thank you

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Exceptional children and their parents have certain rights in regard to special education services. These rights are safeguarded by State or Federal statute. We want you to know about these rights.

The rights to which you are entitled are listed below in abbreviated form under eight headings. If you would like further explanation of any of these rights, you may contact your Superintendent of Schools, your local Director of Special Education, or the Special Education Administration Section of the Kansas State Department of Education, 120 East 10th Street, Topeka, KS 66612, 913-296-3866.

#### RECORDS

1. Right to inspect and review records;
2. Right to make copies of records;
3. Right to be informed of all types and locations of records being collected, maintained or used by the agency;
4. Right to ask for an explanation of any item in the records;
5. Right to ask for an amendment of any record on the grounds it is found inaccurate, misleading or violates privacy rights;
6. Right to a hearing if the agency refuses to make the requested amendment.

#### INDEPENDENT EVALUATION

1. Right to an independent educational evaluation;
2. Right to have the independent evaluation considered when placement and program decisions are made;
3. Right to be told where an independent evaluation may be obtained at no expense or low expense;
4. Right to be told the procedures for obtaining an independent evaluation at public expense and the conditions under which such an evaluation may be obtained;

#### NOTICE

1. Right to notice before the agency initiates or changes (or refuses to initiate or change) the identification, evaluation or placement of your child;
2. Right to have that notice in writing and in your native language, or other principal mode of communication, at a level understandable to the general public;
3. Right to have the notice describe the proposed action, explain why it is proposed, describe the options considered and explain why those other options were rejected;
4. Right to be notified of each evaluation procedure, test, record or report the agency will use as a basis for any proposed action.

#### CONSENT

5. Right to consent or object before an evaluation is conducted and before initial placement is made in special education;
6. Right to revoke consent at any time;
7. Right of the agency to proceed, in the absence of consent, to a hearing to determine if your child should be initially placed.

#### HEARINGS

1. Right to request an impartial due process hearing to question the agency's identification, evaluation, or placement of your child or to question the agency's provision of a free appropriate public education;
2. Right to have the hearing conducted by your local education agency;
3. Right to be told of any free or low-cost legal and other relevant services available (e.g. expert on handicapping conditions that may be a witness at the hearing);
4. Right to have the hearing chaired by a person not employed by a public agency involved in the education of your child or otherwise having any personal or professional interest in the hearing;

5. Right to see a statement of the qualifications of a hearing officer;
6. Right to be advised and accompanied at the hearing by counsel and to be accompanied by individuals with special knowledge or training in problems of the handicapped;
7. Right to have your child present;
8. Right to have the hearing open to the public;
9. Right to present evidence and confront, cross-examine and compel the attendance of witnesses;
10. Right to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five days before the hearing;
11. Right to have a record of the hearing;
12. Right to obtain written findings of fact and a written decision within 5 days after the local due process hearing has been completed;
13. Right to appeal to the Kansas State Board of Education and receive a decision within 30 days after the review of the appeal;
14. Right to have a hearing and an appeal set at a time reasonably convenient to the parent;
15. Right to appeal a decision from the State Board of Education in court;
16. Right to have your child remain in his or her present educational placement during the pendency of the administrative proceeding, unless parent and agency agree otherwise.

#### EVALUATION PROCEDURES

1. Right to have a full and individual evaluation of your child's educational needs;
2. Right to have more than one criterion used in determining an appropriate educational program for your child;
3. Right to have the evaluation performed by a multidisciplinary team;
4. Right to have your child assessed in all areas related to the suspected disability;
5. Right to have a re-evaluation every three years or more frequently if conditions warrant or if you or your child's teachers request it.

#### LEAST RESTRICTIVE ENVIRONMENT

1. Right to have your child educated with non-handicapped children to the maximum extent appropriate;
2. Right to have your child removed from the regular educational environment only after supplementary aids and services were tried and found unsatisfactory;
3. Right to have a continuum of alternative placements so that removal from the regular educational environment can be the least necessary deviation;
4. Right to have supplementary services such as resource room or itinerant instruction to make it possible for your child to remain in a regular class placement;
5. Right to have placement in the school your child would attend if non-handicapped unless the individual education plan requires some other arrangement;
6. Right of your child to participate with non-handicapped children in non-academic and extra-curricular services and activities such as meals, recess, counseling, clubs, athletics, and special interest groups.

#### CONFIDENTIALITY OF INFORMATION

1. Right to restrict access to your child's records by withholding consent to disclose records;
2. Right to be informed before information in your child's file is to be destroyed;
3. Right to be told to whom information has been disclosed.

These rights can be found in the August 23, 1977 Federal Register. The format in which they appear in this notice is based on Educational Rights of Handicapped Children (pp. 29-30), Reed W. L. In, Author, Research Press Company, 1977.

Building: \_\_\_\_\_

Individual Educational Program

Student: \_\_\_\_\_ Present Grade Placement: \_\_\_\_\_

Summary of present levels of performance and reasons for consideration for advanced and/or individualized learning experiences:

Test scores:

Special talents and abilities:

Personal/social adjustment:

Interests:

Learning style:

Skill deficiencies:

Program:

|        |                           |                         |
|--------|---------------------------|-------------------------|
| Goals: | <u>Person Responsible</u> | <u>Check-point date</u> |
|--------|---------------------------|-------------------------|

Short term:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Long term (annual)

\_\_\_\_\_  
\_\_\_\_\_

Other information:

I.E.P. Conference members present or consulted:

|              |                   |                 |
|--------------|-------------------|-----------------|
| <u>Date:</u> | <u>Signature:</u> | <u>Position</u> |
|--------------|-------------------|-----------------|

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional  
Comments:

Short-Term  
Goals

long-term goals  
(annual)

|                   |  |                      |  |
|-------------------|--|----------------------|--|
| NAME _____        |  | 1976-77 GRADE _____  |  |
| ADDRESS _____     |  | TEACHER _____        |  |
| PARENT NAME _____ |  | PROGRAM AREA _____   |  |
| CONFERENCE _____  |  | RECOMMENDED BY _____ |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |
| _____             |  | (TEST) DATA _____    |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |

|                   |  |                      |  |
|-------------------|--|----------------------|--|
| NAME _____        |  | 1976-77 GRADE _____  |  |
| ADDRESS _____     |  | TEACHER _____        |  |
| PARENT NAME _____ |  | PROGRAM AREA _____   |  |
| CONFERENCE _____  |  | RECOMMENDED BY _____ |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |
| _____             |  | (TEST) DATA _____    |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |
| _____             |  | _____                |  |

## MENTORS IN GIFTED EDUCATION

### Introduction

As a concept, mentors have been important since people began to live together in groups. Perhaps it was the earliest form of education and it had a very simple structure and built-in evaluation. By mutual consent, two or more people attached themselves to each other with one showing the others skills and knowledge. If either became dissatisfied - the relationship was terminated.

Formal gifted education programs are relatively new. Mentorships are included in many of these programs and for good reason. Gifted education seeks to involve selected students with highly competent people who can lead and guide students further in specific areas. Mentors can also help gifted education programs become more effective and efficient in their delivery of services.

The purposes of this paper are (1) to provide practical suggestions and ideas regarding mentors and (2) to suggest that a mentor's greatest contribution lies, not in the cognitive/academic areas; but in the affective areas of total human experience.

### What Does A Mentor Do?

Unfortunately, too many gifted education programs, make long lists of people, match students to these people and conduct the program as if it were another class. Dr. Taylor of Colorado says that mentors are "special people" and they are "mandatory" to the total development of the individual. Others have said that the best way to learn is to attach yourself to another person who will lead and guide you - then get out of the way and let us move ahead.

Dr. Stewart Wolf of St. Luke's Hospital in Bethlehem, Pennsylvania, has said that medical schools may be making a mistake in admitting only "straight-A" students. He further states that many pre-med students avoid courses in philosophy and literature for fear that it will lower their marks. Dr. Wolf concludes that medical schools may need to restore "human judgement" as the main determinant for admissions rather than grade point averages. Perhaps the best way to prepare medical personnel who are "human, sensitive" and "highly competent" would be through a mentorship program.

The old adage "It's who you know that matters" takes on new meaning - a very positive meaning. Who you know - and work with and care about and become close to - may provide you with the greatest learning experiences of your life!

The 250 rule. Statistics show, that in the absense of other "hard" data, each person "knows" 250 other people to some degree. For each of us there are about 250 people who would be interested in coming to our wedding, our funeral or some other special event in our lives. Some of these people are, or will become, "important" in life and in their careers. Many of these people can help us grow and develop in a positive way. They will do this by their knowledge, their leadership and enthusiasm and by being themselves. A successful mentor program is designed to (1) encourage long-term relationships and (2) help students become aware of "mentors" in their own lives and (3) plant the seeds of a student becoming a mentor in the future.

Mentors, of course, can help and lead in specific learning areas such as mathematics, engineering or medicine. But their impact in these areas are strictly secondary to the process of leading a person to values, life styles, motivation and interests. Mentors can also lead people along paths which they were not planning to travel and they can lead students to others who will encourage and lead them.

A mentorship can take many different and interesting turns. It is a special relationship which cannot be forced or falsified - but it can be initiated, fostered and encouraged. For such a relationship to be really effective, a special "chemistry" must be present or develop between persons.

#### Some Practical Considerations

A great amount of the responsibility for a successful mentor program lies with the Director of the program. This person may also gain the most from the program as he/she (1) plans and develops the program and (2) becomes acquainted with the various mentors; their areas of specialization and their "special, individual" qualities.

Mentorships are best developed from already existing relationships; however, this is not always possible and sometimes a "stranger" must be approached. When this is necessary, the process must not be hurried. A minimum of one "get acquainted session" is necessary; preceeded by telephone or personal contacts. More contacts may be needed and several weeks should be allowed for this. Failure to spend the necessary time and effort here will be costly.

The Director will also have to spend time with the student regarding the committment he/she is making to the mentorship. Failure to meet, to be on time, follow up on matters - all these may be understood at school but they may not be understood or tolerated by others. Students, even if they are "gifted" may not have developed the necessary social and interpersonal skills to be a part of a mentorship. While the mentor has chosen an area and specific discipline for a life's work - the student still has many other school and home interests and responsibilities. Initially, the mentorship program

should be "exploratory" in nature as neither person involved knows exactly what is expected - or what the other person is really like. It should also be of a rather short duration in the beginning; lasting no longer than a few months or a semester. If it works out well, it can be extended. This explicit time frame is essential.

Proximity is a key to success in a mentor program. If the mentor and student are in the same town or part of town, more can be accomplished. Therefore; mentors should be selected from the local area. Competency of the mentor is also essential. This may not be measured in terms of degrees or titles, but the mentor must be able to provide the student with knowledge, ideas and concepts which cannot be readily obtained by the student anywhere else at the time. Timing of the mentorship is also vital. Too often educators believe that everyone operates on the same schedules as the schools. For example; accountants cannot spare time during the income tax season, business people are not available during their "rush" times and retired people often like to travel in the spring and fall.

During the initial planning of a mentor program, the mentor must be told what is expected of him/her. Technical, professional and business people are very busy and are not tolerant of "loosey-goosey" arrangements. A tentative time frame is essential as well as specific details such as who the student is, what types of general outcomes are sought, expenses and other details. Input should be sought from the mentor on these areas. The mentorship should be more than reading, research and "bookwork" although this may be a part of the experience. A mentorship should begin in the "present." It is not the time to begin a new study and there is generally not time to go back for an in-depth study of the "basics." (unless this is mutually agreed upon). The mentor should not be burdened with making up tests, writing objectives, taking attendance or filling out reports. If these are necessary, they should be done by the Director of the Program. The evaluation of the total mentorship should be done with all parties involved and students should receive credit for such work if it is done well.

Because a mentor works well in one instance - this may not hold true for future mentorships. Likewise, if one experience is not a good experience, it could be in the future. A good rule is that no person would ever be asked to be a mentor for more than one person at a time and no more than once per year. If a mentorship is done well, it will require time and energy. Past mentors are often able and willing to suggest others who might be interested in such a program.

It is also important that the legal aspects of a mentorship program be considered. Age requirements, union rules, travel restrictions, insurance and permissions must all be dealt with.

To paraphrase Henry Fairlie's concept - we all need a "hero." Someone to expand our minds, elevate our aspirations, help us rise to the challenge and cause us to seek strenuous endeavors. A mentor could be just that person!

### Special, Advanced Programs

Halstead High School students may be eligible for selected special, advanced educational programs. Among them are Independent Study and Telenet. Guidelines for these programs are as follows:

#### Independent Study - (within the Halstead High School Curriculum)

Student must begin with the Counselor's permission to pursue planning for the independent study. A faculty member in the area of interest must also approve and a specific program of goals, objectives and evaluation must be developed by the student and approved by the Independent Study Committee before the term begins.

Independent Study is designed for Seniors who have taken all the courses offered in an area and still desire further, advanced work or to allow them to arrange their schedule so that they may include other academic classes of interest or which they will need for their future career plans and goals.

Independent Study grades are included in Grade Point Averages and the class counts toward graduation. Independent Study does not substitute for any classes required by the State of Kansas or USD #440 for graduation.

All independent study work must be completed by the time the term ends.

#### Independent Study - (Outside the Halstead High School Curriculum)

This program is designed for students identified under the State of Kansas criteria for Gifted, Talented and Creative Programs or specially selected Seniors.

Students must begin with the Counselor's permission for such study and the request must be approved by the Principal and the Independent Study Committee.

Each request will be considered on an individual basis. In general, the school will pay tuition costs for identified Gifted, Talented and Creative Students and will provide transportation for both identified and selected students. Textbooks and other class-related materials will be the responsibility of each student.

Determination of credit for the program will be made before the study begins and all students who begin a program will be expected to complete it.

There will be no "study time" provided by the school; however, Seniors may use their "Senior Achievement" time at the end of the school day for study and research which may be either in school or at some other location.

Students may take one Independent Study Class per Semester. Permission must be obtained for each class.

#### Telenet

The Newton, Kansas Public Library is a "Telenet Site." Identified Gifted, Talented and Creative students and selected Seniors may apply for such a class.

Student's must begin with the Counselor's permission for the class and each request will be considered on an individual basis. In general, the school will pay tuition

costs for identified Gifted, Talented and Creative Students and for selected students and will provide transportation to and from Newton for identified and selected students. Textbooks and other class-related materials will be the responsibility of each student.

Determination of credit and evaluation methods will be made before the class begins and all students who begin a class will be expected to complete it. Students in these classes will be excused from regular classes for that day, but not necessarily from their class responsibilities.

#### College-Credit Classes (Within the High School)

Currently college credit may be obtained by taking either College Algebra/Trigonometry or Advanced German.

Enrollment is done through the counselor at the time of regular class enrollment. Each student has the option of taking the class for high school or college credit. College tuition, if desired, will be paid for by the student.

These classes will meet as a part of the regular Halstead High School Curriculum; therefore study time and instructional time will be a part of the school day. The classes will be subject to the rules and regulations of Halstead High School.

#### College Credit Classes (off-campus)

Identified students and selected Seniors may apply to take courses at Bethel College, Newton, Kansas or Hutchinson Community College, Hutchinson, Kansas.

Each request for these classes will be handled individually regarding credit, evaluation, expenses, transportation and responsibilities.

In all of these special programs parent permission will be needed for enrollment.

### Vocational/Technical Program

Juniors and Seniors may apply for admission to the Vocational-Technical Program in Newton. Areas of study are available in: Auto Mechanics, Machine Shop, Building Trades and vocational Agriculture. Successful completion of these programs results in high school credit and certification of hours in the specific trade.

### Elementary Teaching Aide

Students interested in elementary teaching may apply for this program which allows them to work with an elementary teacher one class period per day.

### Student Secretary

Selected Students (male and female) may work one class period per day in the Counseling Office, High School Office or the Office of the Superintendent. These students should have good typing and office skill abilities.

### Laboratory Assistant or Aide

These students work with a high school teacher in an academic area of interest one class period per day.

### Summer Honors Program

Wichita State University, Kansas State University and other recognized schools have special programs for high school students during the summer months. Successful completion of these classes may result in college credit for the Student.

### Learning Resources Program

This program is only for formally identified student who could profit from specialized learning instruction under Mr. Dyche. The Resource Room instruction includes competencies/survival skills; basic skill instruction, job-related skills/vocational and career education; learning strategies and coping skills.

## FINANCIAL ASSISTANCE FOR THE GIFTED STUDENT

The rationale for providing financial assistance to students in order that they might achieve their goals has been well-proven both in the research literature and in practicality. Moving from limited available resources for financial assistance, aid programs have grown rapidly into a multi-million dollar business. Financial assistance has moved from the individual schools outward to encompass state and federal programs of sizeable magnitudes.

Closely paralleling this expansion in the area of financial assistance has been the growth and development of the philosophical direction of the various aid programs toward "need." No criticism is intended of this past emphasis on need to the exclusion of awards for talent, achievement or ability. In earlier days, the thrust of many programs was to provide for the students who desired post-secondary education or training - and could not afford it. Now; however, the tail wags the dog. Too many students seek post-secondary education or training simply because they "can get" a great deal of financial assistance from a particular school. Schools are not blameless in this misdirection of effort and resources. With declining enrollments and costs fueled by inflation, too many schools have found it easy to attract students - with state and federal funds. This type of motivation pales rapidly in the face of the rigors of a good school, college or university program.

As educational programs and corresponding assistance programs have mushroomed, it has resulted in two very detrimental and related problem areas: (1) oversimplification and (2) almost complete disregard for ability, achievement, potential and talent. Until recently, the emphasis has been "simply" on need - with little or no thought given to basic student motivations, abilities or chances for success in higher education. Need, while being complicated, is much simpler to determine than the aforementioned subjective issues. The scales have not been balanced. By far the largest amount of resources are disbursed on the basis of need! Where assistance is given for ability, potential, achievement or talent - the awards are generally quite small and few in number.

Past inequities can be forgiven - even forgotten; but, they must not continue! Recent emphasis on programs for the Gifted,

talented and creative students in the public schools have helped provide impetus for individual institutions to include, initiate and expand financial assistance programs based upon other factors than "need." Hopefully, state and federal programs will follow this lead.

It is not the intent of this monograph to build a case for erasing financial aid based solely upon students' need. Rather, the intent is simply to present a cogent argument for initiating and increasing assistance based upon ability, performance and potential. It is comparatively easy and prudent to build a case for providing financial assistance based solely upon need. And these awards have benefitted many students. However, this policy has also ignored and penalized many students and their families. And, as previously stated, this policy has encouraged students to seek inappropriate avenues of higher education, simply because the "money was available."

This paper proposes to speak for the rather sizeable group of students who find themselves between those who have little or no financial resources and the athletes who also receive special considerations. A compounding factor here is that often, gifted students seek higher education in several fields, requiring longer, more diverse and more expensive training. They also may seek extra activities, such as trips and tours which add to the cost of their education and training.

We are seeing an improvement in the offerings of various types of assistance based upon factors other than need. But- these awards are still a pittance when compared to the resources awarded on the basis of need. However, with the skyrocketing costs of higher education, more and rapid progress is needed in providing assistance based upon ability. We are not speaking only to the public and private schools, but also to the vocational, proprietary, and specialized schools as well.

It would be easy to conclude the paper here; however, it is not effective nor efficient to raise an issue without presenting suggestions for modification. Therefore, the following specific guidelines are presented for schools:

1. Make a philosophical and attitudinal commitment to begin immediately awarding more total dollars and total awards based upon ability. This must be a total commitment including Boards of Control, Presidents, faculty and staff.
2. Make the same type of commitment to increase this goal each year.
3. Create, develop and expand award programs in every Department in the school. Have each Department take the lead in guidance of these programs.

4. Expand and initiate programs based upon high test scores on National Tests (i.e. ACT, NMSQT, CEEB) specially developed tests or on the submission of "production" (i.e. works of art, musical compositions, literary efforts). Note: grades in high school and class rank are so variable from school to school, they have little value in this area.
5. Develop through endowment efforts and other "local" programs, scholarships and financial awards based upon ability.
6. Determine that each award based upon ability will be "substantial." For example a minimum award of \$300 - no awards of \$10.00 or \$25.00.
7. Join with other schools, educational and professional groups as well as state and federal agencies to work actively and aggressively for expansion of aid awards based upon ability.

A final word -

The capable students also deserve recognition and encouragement beyond letters and certificates. For the present time, the individual schools must take the lead in this effort. Initially, this will be a hard, often lonely battle - However, it can be done and present efforts will be rewarded 10 fold! \*

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\*Comments, opinions and criticisms are welcome and encouraged.  
Address correspondence to: Dr. Allen McCune, Student Personnel  
Services, Halstead Schools, Halstead, Kansas 67056.

HOW TO IDENTIFY STUDENTS WITH  
OUTSTANDING ABILITY AND POTENTIAL  
(The Counseling Model)

THE ROLE OF EVALUATION

PROGRAM EVALUATION IN GIFTED EDUCATION



# HOW TO IDENTIFY STUDENTS WITH OUTSTANDING ABILITY AND POTENTIAL

## THE COUNSELING MODEL

The Counseling Model has the individual student  
as the central focus  
And it is especially useful for the small school

Identification is not a "step" - nor is it  
lines on a chart - nor is it a deadline.

Rather, it is a continuous process that  
affects the lives of students and faculty!

### Some Principles of Identification:

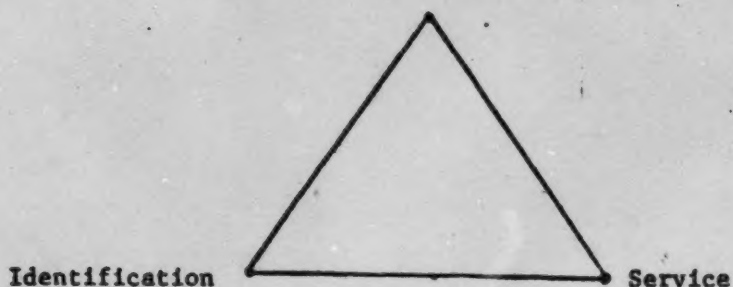
Students are total individuals - not fragmented test scores  
Identification is a continuous process  
The program must be voluntary  
Students will fluctuate in their demonstrated abilities  
The identification process must be reviewed regularly

### Identification and the total program:

There are three key elements to any program which encourages,  
motivates and provides opportunities for students with outstanding  
ability and potential.

Fig. I

### Philosophy



All are equally important and overlap each other

### Identification

Continuous  
Broad-based

### Philosophy

Goals  
Objectives

### Service

Delivery system  
to meet needs

The following linear model is the most frequently used in Gifted Education. It places identification in one specific location with dates for completion. It is generally used because it can be administered easily, but it is not the best for students.

Fig. II

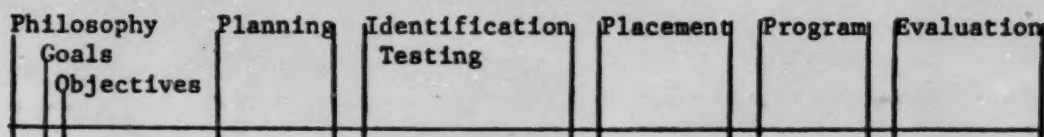


Fig. III  
Identification  
(circular)  
The Counseling Model



These identification measures are placed purposefully in a circular arrangement because a person may begin "anywhere" and each item is equal in significance with the others.

The following checklist may be helpful to be sure each area is checked:

Recommendations sought from:

- ☐ Faculty
- ☐ Staff
- ☐ Administration
- ☐ Counselor
- ☐ Students
- ☐ Parents
- ☐ Community

Grades:

- ☐ Past
- ☐ Present

Test Scores: (past and present)

- ☐ Achievement (all areas)
- ☐ Scholastic Aptitude

Activities:

- ☐ Leadership
- ☐ Clubs
- ☐ Athletics

### Setting Criteria:

Remember: people are a "total package." Even the most capable have "weak areas" and "bad days."

Don't set your initial criteria too high - especially objective criteria such as test scores. Tests are "good," but they are not infallible.

Some suggested guidelines may include:

- I.Q. score 120 and above
- Achievement Test Scores - average 85 %ile
- 1 recommendation from a teacher
- 1 recommendation from a counselor, administrator or staff

Add as many positive attributes as possible

Remember: State and Federal programs may force the setting of higher criteria than the above - for their programs. You may set your own criteria for your program.

Try out the above suggested guidelines as a beginning and see for yourself and your program if they are too high or too low.

Final determination must also consider the type of program you have and how many students you can serve effectively. Base your final criteria on this - not a predetermined test score or number of students.

### How to begin:

1. Read our Monograph "Record-keeping in Gifted Education."
2. Prepare a color-coded note-card for each student who meets at least one of the criteria on the circular model. Note as many as possible for each student. (This will become the basis for program development and student activities later on)
3. Be certain to "check-back" for any students who were "missed" in testing or screening.
4. A good guideline date to complete this phase is Thanksgiving: earlier, if possible.
5. Begin working with students (parents and teachers) individually to see how the educational program can be modified to meet special needs.

Remember: This is a low-profile program, so counseling, parent conferences, encouragement, motivation, scheduling and career planning are very important.

Set some benchmarks for yourself: checking grades, seeking recommendations and checking test scores.

In May review the program and plan for the coming year. Send copies of the evaluation to the Committee and administration.

4

TESTS AND THEIR USE IN THE IDENTIFICATION  
OF GIFTED, TALENTED AND CREATIVE STUDENTS

EVALUATION

Measurement

tests

- I. Tests are an important part of the evaluation process and tests are one important factor to be considered in educational decisions.

- II. Testing programs found in today's schools vary widely and become quite rigid.

Most school testing programs are poorly designed, inadequate and outdated

Many students are "missed" in school testing programs. Frequently, students in special programs and new students are not included in testing programs.

- III. Advantages of educational tests.

They are comparable benchmarks of progress.

They can be one fairly good indicator of educational performance, ability, and potential.

They can be understood by educators, parents and students.

- IV. Disadvantages of educational tests.

Standardization procedures may be inadequate. The manuals must be carefully studied.

Test items may be outdated and inaccurate.

Test administration may be in error.

Recording and interpretation of tests may be inaccurate.

An entire test or test battery may be mis-administered or administered to an inappropriate group.

V. Tests and their use in the identification of the gifted, talented and creative student.

You can make the present testing program work for you!

Know the present testing program. It is possible that with a few modifications it will do well in helping identify gifted students and provide data on their abilities and potential.

Know what tests you would like to add (or delete) and why.

Know the errors inherent in the tests.

VI. Tips and hints.

You can administer a "group test" in an individual setting for "observation" and gain insight regarding the individual.

You can compare most test results through their standard scores.

Testing supplies need not be expensive.

Keep good records of all tests administered and their results.

Always interpret every test you administer.

Testing needs improvement - not discarding.

USD #440 GENERAL SCREENING PROCEDURES  
Dr. McCune

6

The following "General Screening Procedures" have been reviewed and modified by the District Committee for Gifted Education. These procedures are necessarily broad in order to insure that few, if any, capable students are "overlooked" at this very important point in the identification process. The following are not listed in order of importance:

|                     |                                                                                                                                                                                                                                                                        |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Interest    | The student should indicate an interest in participating in any special program.                                                                                                                                                                                       |
| Test Scores         | The student should average the 85th percentile on the most recent Standardized Achievement Test.                                                                                                                                                                       |
| Scholastic Aptitude | The student should score above 115, approximately the 84th percentile on a recent group test of Scholastic Aptitude.                                                                                                                                                   |
| Academics           | The student should maintain above a "B" average in subjects most recently taken.                                                                                                                                                                                       |
| Recommendations     | Student should receive at least two recommendations from:<br><br>Past/present teachers, school staff: librarians, counselors, administrators.<br><br>People outside the schools who are familiar with the student's work, interests, ability and/or potential          |
| Production          | Student may also prepare, write, compose, make, build or develop a "project" which demonstrates outstanding skill and/or potential.                                                                                                                                    |
| Parent support      | Parents should indicate an interest in the students' skill and ability development and give formal consent for such participation.                                                                                                                                     |
| Other criteria      | Participation in community activities and events; especially those which indicate leadership and organizational skills, ability or potential.<br><br>Other test scores which are relevant and which are available. Generally using the 85th percentile as an indicator |

Any of the above criteria may be "modified" by recommendation stating clearly why such modifications are in the best interests of considering the student for the program.

A student would not have "to qualify" in all of the above areas; however, these do serve as "guidelines" which help the school district more sharply focus on students who have needs not being met through regular educational channels.

Not every student who meets some or all of the above criteria would need any special emphasis. In many instances teacher awareness, student motivation, established classroom activities and experiences within the existing educational framework are sufficient.

Students who meet some or all of the above criteria would be "eligible" for further screening and (individual) testing, depending upon current co-op, state and Federal legislation and regulation.

All decisions are the result of a consensus of the Committee, educational personnel, parents and students.

## THE ROLE OF EVALUATION

Evaluation has many definitions, but they all seem to refine the concept of "seeing how well a task has been done, is being done or is not being done."

Evaluation has been around since people began doing things then attempting to improve upon them. Records indicate that ancient Phoenicians kept elaborate records on ships' captains to evaluate who carried the most cargo for the lowest cost. Roman engineers were required to stand under bridges they designed when the scaffolds were removed. Early pilots packed their own parachutes because the ultimate evaluation came when the chutes were used.

Evaluation has always been important; however, it has been slighted in education for too long. Educational evaluation is now coming to the forefront partially as a result of the rise of Federal programs which require an evaluation component and the general call for accountability in all of education. Evaluation can be "an agent of change" as well as "an audit of performance." Evaluation is very important especially in the smaller schools who have no specialists. If these schools are to have effective evaluations they will be done primarily by local educational personnel.

If done correctly, evaluation can stimulate more precise planning as well as contributing to the improvement of program process, content and results. Evaluation should clearly spell out how the evaluation is to be done, when it is to be made and who is responsible for the evaluation.

The results of evaluation should be well-organized and presented in a manner deemed most useful and shared professionally with appropriate groups and individuals. These results should also be carefully examined to determine whether; evaluation procedures require modification, program process, procedures or content should be changed, program components should be added or eliminated and possibly whether individual progress is being made.

Evaluation should reflect an accurate "picture" of a program or an individual's progress at a specific time in relation to stated goals and objectives. Evaluation provides an assessment of what has been done. It is not expected to be "positive" at all times nor is evaluation always to be synonymous with "success." Finally, evaluation should be an integral part of the total program from the planning stages onward.

## PROGRAM EVALUATION IN GIFTED EDUCATION

### A monograph

#### DEFINITION:

Evaluation is determining how well (or how poorly) goals and objectives have been met.

#### Why Evaluate?

Evaluation can: Stimulate more precise planning  
Improve program process  
Improve program content

#### TYPES OF EVALUATION:

##### Objective

Objective evaluation is precise and the results can be verified.

Examples: Standardized test  
Standardized rating scales  
Functional reports (number of events, quantity)  
Statistical comparisons between equated groups

##### Subjective

Subjective evaluation includes a large proportion of "judgement."

Examples: Self-evaluation  
Checklists  
Teacher-prepared tests  
Opinion surveys and questionnaires  
Logs of activities and contacts  
Consultant opinions and reports  
Reports of events and achievements

Multiple evaluations are more effective than single methods.

Evaluation should clearly spell out:

What is to be evaluated?

How is the evaluation to be made?

When is the evaluation to be completed?

Who is responsible for the evaluation?

Results of evaluation must be well organized and presented in a manner deemed most useful and shared in a professional manner with appropriate individuals and groups. Evaluation should be carefully studied to determine whether:

Evaluation procedures require modification  
Program process or procedures need modification  
New programs should be developed  
Former programs should be discontinued  
Individual progress is being made

**REMEMBER:**

Evaluation should reflect an accurate "picture" of a program or individual's progress at a specific time in relation to the stated goals and objectives. Evaluation provides an assessment of what has been done. Evaluation is not expected to be "positive" at all times, nor is evaluation a synonym for "proving success."

**A CLOSER LOOK:**

Evaluation must be an integral part of the total program from the planning stage onward. Planning of the program includes setting goals and objectives.

**GOALS** are general and philosophical.

Example: A primary goal of the gifted education program is to provide an appropriate educational program for each identified gifted student in the district.

**OBJECTIVES** are specific and detailed.

Example: By January 1, 1978, a complete list of students in grades K through 12 who have been identified as gifted by the general screening procedures will be prepared for individual testing. This is to be completed by the coordinator of the gifted program.

This objective clearly shows:

What - complete list of (K-12) identified students

When - by January 1, 1978

Who - The coordinator

How - by the general screening process

Evaluation of the above objective (complete and partially completed)  
(completed)

The coordinator of gifted education reported on January 3, 1978, that a complete list of all K-12 students identified as gifted by the general screening process had been prepared prior to January 1.

(partially completed):

The coordinator of gifted education reported on January 3, 1978, that the general screening process was complete, except for the 9th grade. The list of identified students has been prepared for further individual testing. Ninth grade screening will be completed by January 15, 1978; names of students will be sent on for individual testing.

#### EVALUATION OF PROGRAM PROCESS:

Evaluation should be made of the process (how) as well as the product (what) of a gifted education program.

Example of a subjective evaluation of program "process."

The state consultant, after reviewing the identification procedures of gifted education for the district, made several suggestions with respect to identification, screening and placement.

## EVALUATION OF INDIVIDUAL PROGRESS:

In addition to program evaluation, each student's progress should be evaluated.

Avoid totally objective criteria such as increasing test scores, grades or numbers of papers completed.

Focus primarily upon expansion of opportunities, experiences, classes and self-awareness and self-development.

(The topic of individual evaluation is also covered in the Monograph, "Record Keeping in Gifted Education.")

**Example:** ( Name ) is extremely interested in science and has done very well in Jr. High and High School science courses. The science faculty were initially involved in the recommendation for the program. However, there is no way to continue science classes next year within the present curriculum.

In consultation with the Science Department, the counselor, parents and student; an "Independent Study Program" in science was developed.

**Evaluation:** The science faculty ( Names ) reported that the student completed all projects and research studies at a very high level. Several college-level texts were used. This program has been noted on the student's transcript by the counselor.

The counselor also arranged for three out-of-school science experiences, prepared special materials on "Careers in Science," and met four times with the student and parents regarding career planning, college opportunities and science scholarships. Summaries of these experiences and descriptions of the materials are available in the Counseling Office.

## A FINAL WORD

Look upon evaluation as a friend, but a friend who requires organization, discipline and preciseness. Build evaluation into the planning and into each step of the gifted education program. If utilized, evaluation of programs, process and individual progress will provide a more precise, efficient and effective delivery system of gifted education.

# PROVIDING EXPANDED EDUCATIONAL OPPORTUNITIES

A GUIDANCE MODEL FOR GIFTED EDUCATION

*Counseling With  
Gifted Students*



Especially developed  
for the  
smaller rural schools

## INTRODUCTION

Gifted students, are first, individuals, needing the same counseling as any other individual of the same age, background, sex, etc. However, the following counseling needs might be considered "unique;" Understanding having high ability, understanding having "unusual" or "advanced" ideas, showing concern for those less capable, relating to adults, learning in areas not of great strength or interest, peer pressures, the pressure (often subtle) to always do the best, and coping with a wide divergent number of interests. The Counselor must always be aware of the "potential" of students as well as their demonstrated achievements.

By virtue of their very high potential and some unique characteristics, gifted students have specific needs. The developmental status of the gifted, indicative of their needs, can be summarized as follows:

1. Gifted students tend to arrive earlier at an awareness of human problems, of values questions and of their need to search for meaning.
2. Gifted students generally develop socially and emotionally over a longer period of their lives and to higher social responsiveness and responsibility.

The development of a guidance program sensitive to the unique needs of gifted students is essential if they are to realize their potential. Guidance personnel must have the willingness and opportunity to help gifted students bridge developmental gaps and foster appropriate programs and environments for total growth and self-actualization. (Bonesara and Hendrix, 1979)

## THE GUIDANCE MODEL FOR GIFTED EDUCATION

### Introduction

There are several major approaches to effectively providing a comprehensive educational program for students who excel academically, or who have outstanding scholastic ability or potential. Programs are also available for those students who possess exceptional creative or leadership traits. Grouping (including "pull out" programs) Acceleration and Enrichment-type programs all can provide alternative educational experiences for gifted students.

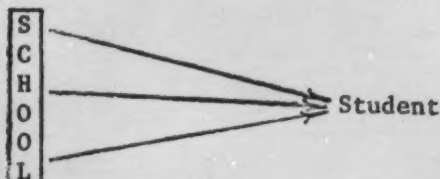
### A Systematic Comprehensive Delivery System

Gifted Education actually is A Systematic Comprehensive Delivery System of identification, diagnostic planning, involvement of students, teachers and a wide variety of resources. These factors should be integrated to form an educational program which will meet the educational and personal needs of the gifted, talented or creative student. Practical aspects of such individual programs must be considered: such factors as school schedule, teacher interest and expertise, administrative directives, resources available and student motivation must be considered. The point is that an effective program can be delivered within existing educational frameworks!

The term delivered is used to emphasize that the program has action and attempts to achieve results rather than a program which is developed on paper then resides on bookshelves and in seminars of graduate classes. There is no question that a program of the type being described may result in more work for the teacher, school counselor and other educational personnel. However, it must be noted that, when done properly, the program will result in a different type of work rather than "more work" for educational personnel.

The title "Guidance" model is used to emphasize the central focus of the development of the individual student and teacher. History teaches and research confirms that efforts spent in development of the individual provide the most enduring effects and lasting positive modifications in human behavior and attitude. This model is based upon the principle that all academic and non-academic subject matter, skill development, social development and moral development of the individual student should be channeled through his/her personal development.

ACADEMIC  
MODELS



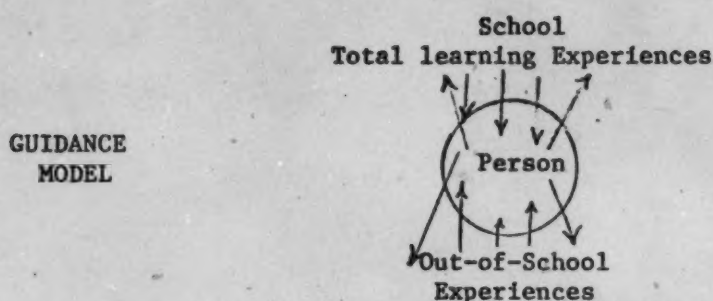


Fig 1 compare the Academic Models and the Guidance Model

The Guidance model also provides a "two way street" allowing student input into his/her educational and psycho-social development. It can be effectively adapted to any size school and it is particularly useful in smaller districts or buildings.

#### Implementing the Guidance Model

The following steps outline the procedures for planning and implementing a Guidance Model Program for Gifted Education:

1. A personal interest by the counselor(s) in becoming a part of a dynamic Gifted Education Program.
2. The counselor should possess definite skills in helping students and faculty master learning skills, study skills and developing social interaction. The counselor must also be proficient in group guidance and individual counseling.
3. An in-depth study and understanding of the philosophy, implementation and evaluation of Gifted Education is necessary.
4. A comprehensive individual evaluation program (more than just testing) must be developed not only to identify gifted students, but also to provide objective data and information for all students, parents, faculty and administration.
5. In-service programs and individual conferences with administration and faculty to explain the program are necessary.
6. Development-on paper-to outline philosophy, goals, objectives, implementation and evaluation of the program.
7. Detailed progress of the program must be reported for internal evaluation and to meet state and federal guidelines.
8. Individual counseling conferences with students must be held to plan educational/personal/vocational programs.
9. Parent conferences and public meetings must be held to explain the Gifted Education Program to community and other groups.

10. Continuous "follow-through" and "follow-up" is essential to monitor each student's progress, provide support and counseling as well as materials and support for parents, faculty and administration.
11. The counselor should "keep in touch" with other practitioners in the field of Gifted Education.

If the above steps are well-planned and efficiently implemented the counselor's work-load will not be "increased" as much as the total role and scope of the counseling program will be broadened and strengthened.

Programs must be implemented by people in order to be effective. Paperwork, flow charts, guidelines--even laws--must be practiced by knowledgeable, concerned, individuals. Physical facilities, monetary considerations, enrollment, community desires, and a variety of other considerations often combine to influence educational programs in general and gifted education programs in particular. All viable programs have a sound philosophical base upon which a few well-designed principles lie and in turn support the techniques utilized in actually implementing the program. (Fig II)

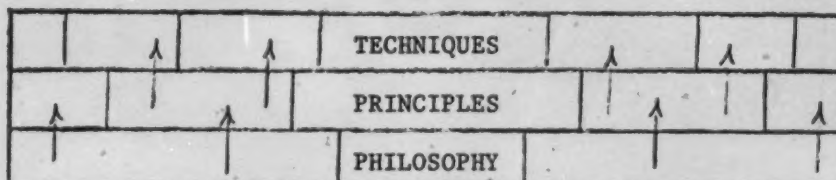


Fig. II

Models are important to any program because they provide a framework for development, implementation, evaluation, and research. There are many models for gifted education, among them is the Guidance Model. This model for gifted education is based upon the following principles:

The basic reason that most people do not maximize their skills and abilities is because of internal conflicts, personality problems, discrepancies in self concept and inadequate emotional development.

Counselors are in a position to assist student development in study skills, learning techniques and social interaction through individual and group counseling and guidance.

Counselors have the flexible (not free!) time to devote to individual student development conferences and program coordination, follow-through and evaluation.

Preparation, use, and interpretation of the extensive paperwork required in gifted education as well as in-depth knowledge of group and individual evaluations, remedial techniques, testing, and diagnosis is available through the counseling services.

The counselor can institute and monitor a "mentor" system within the guidance model for gifted education as well as "sub-program" for acceleration, expanded curriculum, work experience, released time, and other key learning opportunities.

As a member of the educational community the counselor can interpret techniques as well as program, goals, and problem areas to students, parents, faculty, administration and other concerned individuals and groups both within and outside the educational program.

Family and cultural knowledge and relationships are an integral part of an effective gifted education program and an area of counseling concern.

The counselor is in a position to integrate a gifted education program into the total curriculum and to compliment regular classroom and activity experiences.

The counselor can also work directly with student potential as well as achievement.

In summary, the above listing outlines the counselor's responsibility to work with all aspects of a student's life and to help focus these areas in order to maximize individual functioning and learning. These counseling skills can be integrated into an already existing counseling program without duplication.

Advantages of the counseling model of gifted education over other models include the following:

There are fewer chances for errors in identification.

Works equally well with large or small schools or districts, even those having limited personnel, facilities or finances.

Appeals to the "Democratic" ideals of education.

It is not built on the concept of "student exclusion."

Considers student potential as well as achievement.

Integrates the program into the total educational framework.

Can be adapted to any educational level.

Is equally effective in "mainstream" or "pull-out" programs.

Counselors already possess much of the "basic training" required.

Opposes the "elitist" concept both in theory and in practice.

Allows for flexibility in entering, modifying or terminating the program.

Allows for "natural" peer socialization.

Involves broad representation of diverse groups.

Promotes broader growth of educational personnel.

Emphasis on the "program" is reduced, while emphasis on the individual is enhanced.

Facilitates a more comprehensive "total systems" approach to gifted education.

Includes family and community participation.

"Spin-off" ideas, concepts, knowledge, techniques and materials are readily available for other students.

Expenses are minimal and can be controlled.

Results will be longer-lasting because of the focus on the total development of the individual student.

#### A Word to Counselor Preparation Programs

Counselor education programs should better prepare school counselors at all levels to understand and work effectively with the gifted, talented and creative student. Further counselors should have the basic knowledge and skills to work in (and to lead) school and district programs in gifted education.

#### A Final Note

It is fitting to note that all other models of gifted education include the "counseling aspects" of development in their framework.

#### COUNSELING WITH GIFTED STUDENTS

Each counselor should be involved with programs which seek to expand personal and educational opportunities for very capable students and for those with potential for significant achievements. Counselors should also have some formal training and experience in counseling with these students and their families. This is important and equally relevant for counselors at all levels of education and especially important in the smaller, rural schools where other specialists are not readily available.

Successful counseling with gifted students depends upon the counselor having an excellent foundation in counseling theory and techniques because gifted students, in some situations, will act and react as a person much older than their chronological age. The counselor must be eclectic and not force the student into a traditional counseling role. The counselor can also assist the gifted students and their families through several guidance functions including: scheduling, routine school adjustments, coordination of programs, use of time, study skills, and motivation. There are; however, some special and specific areas that the counselor should be prepared to deal with in counseling gifted students and their families including the following:

Contributing to curricular suggestions so that maximum opportunities are available to these students within the total school environment.

Working with faculty, administration and staff to understand the feelings of these students.

Recognize that the gifted student is first, a person, with all the human needs, desires and behaviors of others.

Realize that minority students and women may need additional encouragement to maximize their opportunities.

Helping students understand and successfully cope with:

Their high ability in some areas and possible low ability in others

Peer, parent and teacher pressure to always be "the best."

Failure

Always being singled out for special activities

A wide variety of interests

Being rebuffed when trying to help other students

Unusual or non-traditional interests

Having leadership potential, but hesitating to demonstrate it.

Evaluating their thoughts and actions

Functioning at high cognitive levels

Hesitating to explore new areas

The desire to be accepted by peers having interests far different from many

Recognition and acceptance of one's own abilities and limitations, of the fact that superiority will not permeate all activities.

Respect for abilities and acceptance of the limitations of others.

Establishment of obtainable and realistic goals assistance toward reaching them educational, vocational, social, physical, and emotional.

Help in participating with and getting along with others but not at the expense of solitary activities and achievement.

Provision of experiences and objectives which provide balance and satisfaction.

Recognition of the need for empathy, respect and acceptance of the individual as he or she is, for assisting rather than exploiting.

Direction toward resources which will help satisfy needs.

Development of a responsibility toward others based on one's gifts and talents.

Preservation of the right of each individual to make his or her own educational and vocational decisions, and to maintain personal initiative and responsibility.

Assistance in analyzing personal and scholastic problems.

#### GUIDANCE AND COUNSELING IN GIFTED EDUCATION

The area of counseling and guidance of gifted children has too often been overlooked and/or ignored. Though much more is being done today in affective education than in the past, little attention has been focused on counseling, guidance, and career education for gifted children. In fact there seems to be a pervasive attitude among many counselors and institutions training counselors that good counseling techniques are appropriate for students of all ability levels. It is, however, the feeling of many of those most closely associated with the education of gifted children that counseling needs exist that are indeed unique to these children, unique in terms of structure, intensity, and content. (see pages 1 and 2)

The counselor in the public schools all too frequently assumes the role of schedule planner or disburser of scholarship information. Sometimes only in extreme behavioral problems, is the counselor called upon to actually counsel a student. By the very nature of the abilities of the gifted student the rationale certainly exists for counseling with these children.

Though there seems to be a consensus among the leaders in gifted education that counseling is a vital component of a good program, there is more than a little puzzlement about how to implement such components and what they should include. To date only three states have requirements concerning counseling of the gifted. Pennsylvania requires that counselors be involved in the development of IEPs for the gifted. Florida recently included among the teacher competencies in gifted education the ability to demonstrate knowledge of the special counseling needs of gifted and the ability to guide gifted students in the fulfillment of their goals, aptitudes and potential. Programs for gifted children receiving state aid in Nebraska need to demonstrate the existence of counseling services designed to meet the unique needs of these children.

Unfortunately, even when such requirements exist, there is little evidence that differentiated counseling of the gifted was taking place. The blame for this situation rests not with the school districts but with persons in leadership roles who have not provided the necessary direction or impetus. Only a handful of universities are providing coursework in counseling of the gifted, and the research in the area is almost as sparse. With few exceptions, the state directors of programs for gifted children, when responding to a questionnaire on the topic, were embarrassingly ignorant. The writer is no exception. How then can the situation be remedied so that special counseling for gifted students can become an actuality? A few suggestions are offered below:

1. That the federal Office of Gifted and Talented identify counseling as a priority area for 1980-81, thus encouraging projects designed to fill this void,
2. that each state director and each person in a leadership role make a concerted individual effort to become more knowledgeable in the area so that such knowledge can be transmitted to others in the state,
3. that TAG periodically send out literature on counseling of the gifted to state organizations for dissemination to members,
4. that regional workshops be conducted featuring those with expertise in counseling of the gifted (see page 2),
5. that university counseling departments be contacted in order to ascertain their knowledge, involvement, and commitment toward meeting the needs of gifted,
6. that university counseling departments be encouraged to offer coursework and/or special projects on the topic of counseling the gifted child,
7. that research be continued and encouraged in this area, and
8. that state directors of programs for the gifted work with state leaders in counseling and guidance to develop suggested guidelines for counseling programs for gifted children.

A questionnaire dealing with counseling of the gifted was mailed to all of the state directors of programs for the gifted and to recognized experts in the field of gifted education. The information gleaned from the forty returned questionnaires is presented below. Much of it is of a resource nature which hopefully will be of assistance to those wishing to pursue this topic in depth.

In response to the question asking how counseling for gifted children should differ from that for other children, the responses fell into three broad categories:

- I. Counseling others about the needs, expectations, etc. of the gifted; such groups would include:
  - A. Parents,
  - B. Teachers, and
  - C. Non gifted peers
- II. Counseling of the gifted themselves to assist them with
  - A. making better career choices,
  - B. developing better study habits,
  - C. making better academic choices (coursework and college selection),
  - D. being motivated to compete with self rather than others,
  - E. communicating more effectively,
  - F. decision-making,
  - G. understanding the ramifications of being gifted,
  - H. accepting being different than their peers,

- I. acquiring skills in interpersonal relationships,
- J. using abilities in constructive ways which are non-threatening to others,
- K. accepting the responsibility associated with giftedness,
- L. developing sensitivity for others who are less "quick to learn,"
- M. sustaining themselves in the face of adversity, and
- M. understanding that knowledge is not an end in itself, that it must be put to productive use.

III. Counseling structure, such as...

- A. counseling of very young children to enable them to better understand and accept their uniqueness, and
- B. counseling of gifted children in groups to give them a chance to interact with their ability peers (Nebraska Dept. of Education 1980)

## NON-TRADITIONAL COUNSELING AND GIFTED EDUCATION

Tradition is not bad - however, tradition is traditional! It is established, it has grown up, it is understood (or tolerated) by many and it works reasonably well. Tradition should not be totally disregarded, nor should "change for the sake of change" be the guiding philosophy. However, tradition should constantly be examined; modified where necessary and always be the (best??) most well-organized body of information, data, policies and techniques which can be assembled.

For example:

Educators and others have traditionally sought information regarding students by talking to everyone except the student. If the student is consulted at all-it is last. Why? Why not see the student earlier in the process? Why not take an honest, open approach toward the student and the problem.

Counselors and others are needed who are secure in themselves to the point that they can direct physical and psychological energy toward evaluating the traditional methods of counseling in non-traditional ways. Example:

A gifted student (and others) know that they can and should make more effective use of their time, talents and energy. (Just the same way that most people know they should give up smoking or the excessive use of alcohol). The problem is how to get them to do this. Whatever the individual answers to this question are--they are not traditional. These students do not need or want to be told - "you can do better" or "You should do better." The only possible answer lies within the person. This answer will be uncovered (not discovered) through a non-traditional" counseling approach to the student.

A counselor must know the traditional methods and techniques of counseling and while accepting them as tentative and valuable - examine them - even reverse them - and ask "why not" do this some other way or "what other way might we approach this problem". The answer, of course, may be to continue traditional methods and approaches; however, there is also a very good chance that a non-traditional approach to the person or a non-traditional use of a technique will help the student begin to resolve the situation.

## GIFTED ADULTS OUTSIDE THE FIELD OF EDUCATION

Identifying students in an academic setting is not easy; however, it is easier than identifying and assisting gifted individuals who are not in the educational programs of public or private schools. Students in formal education, in many ways, are "captive" and there are many resources available. The tasks become: (1) mobilizing all of the resources and focusing them in the best possible manner for the individual students (2) organizing and managing the program and (3) motivating the faculty and students.

When counselors are totally honest, they will admit that most of the "drop-outs" had the ability to succeed in school and they will acknowledge sadly that some of the best "minds" in the school have dropped out of the educational system.

For an additional challenge, counselors could (and should) look outside the schools for those students with high ability who were not successful in formal education. This program would have three parts:

- Those who have "dropped out" of the educational system
- Those who completed a high school program, but at a level far below their capabilities.
- Adults in the community.

Of course, some would raise the issue here that this is not the job of the school counselor. Responses to this are numerous and include:

- It is a service to school patrons
- It is also a service to the community
- It enhances the personal, social and economic well-being of individuals
- It is a positive public relations program for the schools
- It is a low-cost (or no cost) program.

If a counselor is interested in this aspect of counseling with gifted individuals, the following comments are in order:

- Be knowledgeable - of college and vocational opportunities, financial aid, details of enrollment and similar areas.
- Be prepared - To go outside the school building as needed to contact and work with these individuals.
- Be optimistic - You may be turned down at first, but you can leave the door open for further contact.

Every community has people who are wasting their lives and their abilities: and not all of these people are in school. People especially in their teens and early twenties have few support systems to help them with planning for the future.

If a counselor is interested in helping people, particularly those with talent and ability and if a counselor enjoys an unusual challenge - try this aspect of gifted education.

## QUESTIONS FOR THE SCHOOL COUNSELOR

1. Do you have a comprehensive identification process to assist in the selection of gifted students?
2. What are the counseling/guidance needs of your gifted students?
3. What would you like to see that is different from your current program happen with gifted students?
4. What counseling/guidance areas need emphasis in your school regarding gifted students?
5. What kinds of staff inservice and time allotments do you foresee being needed to implement counseling/guidance programs for the gifted?
6. Who could you contact in your community and school to support or assist in forming programs for the gifted?
7. Do you have a task force in your school to make recommendations to the administration concerning what is needed for gifted students?
8. To implement counseling/guidance programs for gifted students, what funds and expertise will you need?
9. What types of difficulties do you foresee in trying to develop counseling programs for the gifted?
10. How will counseling/guidance programs be evaluated?

(Bonasera and Hendrix-1979)

QUALITATIVELY DIFFERENT, APPROPRIATELY DIFFERENTIATED,  
AND  
UNIQUELY APPROPRIATE PROGRAMS FOR GIFTED INDIVIDUALS\*

Key emphasis are features of programs that are designed for gifted individuals are that they:

1. Meet unique advanced-knowledge acquisition, higher-intellectual skill development, and creative production needs of children in the upper two percent of general mental ability.
2. Develop extraordinary leadership.
3. Provide information and insight into careers, possible sequences of careers, and combinations of careers which require high intellectual and creative ability.
4. Help students to learn different or more knowledge and skills at higher cognitive levels in a shorter period of time.
5. Base pupil placement, curriculum improvement, and instruction upon pupil-assessment data in the developmental case study.
6. Individualize learning through behavior objectives and contracts (as well as other assignments, classroom dialogue, curricular materials, and examination questions) should foster advanced knowledge and skills.
7. Evaluate uniquely appropriate pupil progress and operational-administrative (program) effectiveness.
8. Employ teachers who are skilled diagnosticians, prescription experts, and orchestrators of intellectual and creative skill development.
9. Make optimum use of material and human resources.

\* Paul D. Plowman, California: Dept. of Education, 721 Capitol Mall, Sacramento, 95814 (January 1974).

RESEARCH AND GUIDANCE LABORATORY  
University of Wisconsin-Madison

Check Your School AGAINST This  
List of Provisions For Gifted Students  
In Some Wisconsin High Schools

Check those  
that are done  
in your school

1. Advanced sections in courses are provided and advanced courses are offered. \_\_\_\_\_
2. Some students do advanced work in college texts. \_\_\_\_\_
3. Students are permitted to take more than the usual course load. \_\_\_\_\_
4. Independent study programs are arranged. Teachers arrange consultation periods for students working on special projects. \_\_\_\_\_
5. College-type seminars designed to introduce topics not ordinarily covered in course work, or to explore course topics in greater length are offered. \_\_\_\_\_
6. Participation in advanced placement program is encouraged \_\_\_\_\_
7. High school or college-level correspondence courses are taken for enrichment. \_\_\_\_\_
8. College courses are taken at a college while students are still in high school \_\_\_\_\_
9. Auditing of classes is substituted for study halls. \_\_\_\_\_
10. Enrollment in two classes meeting at same hour is permitted for enrichment or when there are schedule difficulties. \_\_\_\_\_
11. Book clubs are organized. \_\_\_\_\_
12. Honor study halls (unsupervised) are provided. \_\_\_\_\_
13. Students act as tutors in fields of special competency. \_\_\_\_\_
14. Classes for enrichment are offered locally during the summer. \_\_\_\_\_
15. Encouragement to attend summer institutes is given. \_\_\_\_\_
16. Students are encouraged to participate in many contests, science talent searches and scholarship competitions. \_\_\_\_\_
17. Specialists in the community supplement regular programs, work with students on special projects, or evaluate students' work. \_\_\_\_\_
18. Try-out vocational experiences are arranged. \_\_\_\_\_

19. Early admission to college is arranged for a few selected students. \_\_\_\_\_
20. An honors banquet for high-achieving students and their parents is held annually. \_\_\_\_\_
21. Graduates in college return to the school to tell students about experiences in college. \_\_\_\_\_
22. Schools publish products of students in special annual. \_\_\_\_\_
23. Follow-up records of graduates are kept. \_\_\_\_\_
24. Conferences with both parents are held at least once a year. \_\_\_\_\_

SUGGESTIONS PROVIDING FOR SUPERIOR STUDENTS'  
ENRICHMENT AND ACCELERATION\*

As with any group of individuals it is difficult to talk about gifted and talented as if all students were alike. They are not, and they should not be treated as if they were. With this in mind, the following list of suggestions has been developed to provide educators with "food for thought" for how they might best respond to individual students, not only those identified as gifted and talented. Some of the ideas may be better for certain students and not as good for others. Use the list as a stimulus for your thinking--not as a mandate for all.

1. A high standard of scholarship should be required of all those who are capable of it.
2. Class requirements may be reduced for those who have demonstrated proficiency in the material being covered.
3. Students may be given different class assignments. Gifted and talented students may be given assignments of greater length and depth than others. All students need not use the same textbook. Some may use college texts.
4. Students may enroll in advanced classes. Decisions about such enrollments should be made upon evidence of attitudes, previous performances and achievements tests.
5. Students may enroll in two classes which meet at the same time and attend alternately or as instructors arrange it.
6. If a student has study halls and another activity on alternate days, he may audit a class instead of going to the study hall.
7. Students may take more than the usual number of classes.

\* Suggestions were generated by the Research and Guidance Laboratory staff at the Marathon County Center, Wausau, Wisconsin (Champ K. Brake, Director.)

8. Students may be put in special seminar groups.
9. Honors classes may be offered when numbers permit.
10. Students may elect two-year sequences in which two or more subjects are taught in combination (physics and chemistry, or world history, American history and geography).
11. Students may be encouraged to do additional work within regular classes. Such additional work should not involve just more of the same work.
12. Students may be given advanced or additional high school credit for research work carried out in addition to regular class work.
13. Students may be given special opportunities in music, art, drama, dancing, writing, mechanics, photography, and the like.
14. Students may be given special instruction in reading, spelling English, mathematics, and other subjects. Many may need reviews or short intensive drills to correct difficulties.
15. When schools are near a college or university, students may take courses at them.
16. Students may participate in the Advanced STanding Classes Placement Program. Address: Program Director, College Board Advance Placement, Box 592, 425 North Street, New York 27 NY.
17. Students may participate in independent guided reading programs.
18. Students may participate in independent studies programs in which they sign up for credit with a teacher but have no scheduled classes.
19. Students may be encouraged to form and take part in discussion groups on topics not handled in the regular class room.
20. Students may be asked to share reports on research. They can be encouraged to go beyond textbooks into original and other source materials.
21. Students may elect "early bird" classes in skill courses and those that require special equipment.
22. Summer school programs may be offered for enrichment and advancement as well as for make-up work.
23. Students may take a course during the summer under the supervision of a teacher. This permits them to take an extra subject during the following year.
24. Students may take university correspondence courses.
25. Students may attempt to complete four years of high school in three years or less.

26. Students may enter college under the early admissions plan, approved by the University and many other colleges and Universities in their area.
27. Students may act as assistants in classes and as laboratory assistants in science classes.
28. Students may do independent work in laboratories and workshops outside of regular classes. The writing of reports on their independent work can be a very valuable experience.
29. Students may participate in essay contests, art and science talent searches, music clinics, forensics contests, etc.
30. Students may participate in community action groups such as recreation and planning committees.
31. Students may be encouraged to participate in forums, special lectures, and other forms of speech activities.
32. Students may participate in special organizational activities such as:  
 Teen Age Book Club, 33 W. 42nd St., New York, N.Y.  
 Science Talent Search Programs, and  
 Junior Engineering Technical Society (the jets club),  
 National Headquarters, College of Engineering, Michigan State  
 University, Box 470, East Lansing, Michigan  
 Science Clubs of America, 1719 N. ST., Washington, D.C.  
 Junior Great Books Program
33. Students should be informed about occupational and training opportunities in the field of study.
34. All students should be required to proofread their written work.
35. Students may be referred to men and women in occupations in which they indicate interest.
36. Students may use the public library during school time when their class work is satisfactory.
37. Competent community members may be asked to appraise student performances in various areas.
38. Try-out vocational experiences (teaching, nursing) may be arranged for students interested in particular occupations.
39. Community leaders may be used as resource persons in study groups within and without the school.
40. The number of co-curricular activities in which students can participate may be limited.

41. Students who do not volunteer for activities but who could profit from participation in them should be invited to participate.
42. Special facilities (darkrooms, radio studios, greenhouses, observatories), books and periodicals for special interest groups should be provided.
43. Attendance at special institutes and clinics should be encouraged.
44. Provision should be made for special help for those who have difficulties which prevent them from performing at the levels that might be expected. (Examples include spelling, handwriting, speech, inadequate knowledge of arithmetic fundamentals, grammar.)
45. Attention should be called to scholarship opportunities that are available only to certain groups.
46. Conferences should be arranged with both parents throughout the students' high school years to assist in planning for college.
47. Test scores should be interpreted to each student during individual conferences.
48. Provision should be made for adequate library books, references, and periodicals to permit individual research.
49. Successful college students should be encouraged to return to the school to tell students about problems in adjusting to college.
50. A follow-up study of superior students in colleges should be conducted and questionnaires should be kept on file so that students who plan to go to a particular college may learn about it from the students' point of view.

#### SUGGESTIONS FOR COUNSELORS WORKING WITH GIFTED STUDENTS

The teaching faculty is very important to any educational program. The counselor and school psychologist can provide valuable diagnostic support and help in areas of remediation, development skills, individual and small group counseling and knowledge of interpersonal dynamics. Counseling is not a luxury or a frill, it is an important part of the educational process.

**Test Scores:** If the tests are well selected and well administered, they do have objectivity and they are one good indicator of possible success in formal learning situations.

**Subjective data:** Use as few forms as possible. Use face-to-face conferences as much as possible. Use written memos as back-up and for reference.

**Identification:** Is a constant process; it is never finished!

**New Students and students in special programs:** Be certain to include them in the identification process.

Continuing in the program: What if a student's test scores fall? Are they no longer gifted?

Recommendations: Actively seek recommendations from administration, staff, faculty, students and parents.

Record keeping: Internal and external records must be kept for program continuity and documenting progress.

Goals and objectives: Service to students is the priority - compliance is secondary.

Minority groups: Be certain they are properly included in the program and also that women are afforded all opportunities and encouragement to participate.

Other areas: Be alert to students who have ability or potential in leadership skills and those with talent in one or two areas. Seek out students who excel or have potential in all areas not just mathematics, English, natural science or social science.

Parent involvement: Keep all parents informed and seek their suggestions. Be patient with reluctant parents. Be aware that many families will have one student who is outstanding and one or more who are not. Continually help students compare themselves only to their abilities and opportunities - not to other students.

Elementary: Assist in the general "growing and developing" process. Remember the tremendous influence of the classroom teacher. Help the staff develop resources, projects and materials.

Secondary: Help provide in-school and out-of-school expanded learning opportunities. Do an excellent job of providing post-high school opportunities for all students. Do not neglect personal development guidance and counseling.

Motivation: Become involved early with: the potential "drop-out"; the "discipline-problem" student; the "underachiever". Have input into the development of school rules, regulations and policies.

Group Counseling: An excellent guidance tool with gifted students.

Program Management and Professional teamwork: Be aware of ways to help provide opportunities and coordinate the program both in school and with community resources.

For additional materials  
of Gifted Education  
Contact:

Dr. Allen D. McCune  
Counseling  
Halstead High School  
Halstead, Kansas  
67056  
(316) 835 2682



No ideas, concepts, or products are developed in isolation from the influence of others. Appreciation is expressed to:

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Halstead-Bentley, Kansas

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State University

For her inspiration,  
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concern for people.

Administration, faculty, staff and students  
of USD 440

For their interest and  
support of the program.

For additional information on  
programs for the very capable  
students, please contact:

Dr. Allen McCune-Counseling  
Halstead High School  
Halstead, Kansas 67056

## Foreward

### Toward A Definition of Gifted Education

Throughout these materials the terms "gifted education" and "giftedness" are used sparingly. The reason for this is two-fold: few can agree on what these terms mean and "gifted" sometimes carries misunderstandings which can adversely affect education.

It is suggested that the following definitions be kept in mind:

Gifted Superior in performance or potential in most academic areas. This includes all disciplines: not just math, English, natural science and social science.

Talented Superior in one or two areas including fine arts, industrial education and business as well as the core academic discipline.

Creative Superior in unique problem solving, insight, maturity or leadership.

All individuals have areas of strength and potential for uniqueness. Some areas; however, are more noticeable, popular or rewarded. Never-the-less, there must be a constant effort to "develop potential" as well as document achievement.

The "Guidance Model" as a delivery system for "expanded Learning Opportunities" focuses upon the total development of the student. Subject matter, counseling, special field experiences and curricular modifications are a "means to an end." The "end" being - "the development of each persons' strengths, learning skills, self-awareness and concern for others to a degree that each will maximize abilities and opportunities."

# HOW TO HUMANIZE OUR SCHOOLS NOW\*

1. Boredom will be lessened by concentrating on learning experiences that integrate intellectual consciousness with emotion and action.
2. Belongingness will be enhanced by creating smaller educational units in which people care for and cooperate with, rather than ignore and only compete with, each other.
3. Meaninglessness will be countered by a deeply experiential education that continuously presents a student with his beliefs and values and helps him learn how to make mature choices.
4. The demands of our future society will be anticipated, in part, by encouraging the mastery of "skills of being," like learning how to change one's self as well as one's social institutions. Our curriculum will become more deeply contextual and problem-centered. It will cultivate a wider range of skills.
5. The educability of a youth will be stimulated and tested by diverse experiences not confined to the classroom. We will learn how to use the organization and activities of the classroom, school, and the local and wider community.
6. We will ceaselessly ask ourselves, "How does this individual need to develop to become more mature?" Neither a state's Department of education nor a college's admission or departmental requirements nor a teacher's bias should be allowed to get in the way of his/her growth. We will provide greater diversity in learning modes and experiences in order to meet the needs of individual students.

\*Adapted for educational use from Humanizing Schools by Douglas H. Heath--  
 Haysden Press

## SOME PRE-PROGRAM IMPLEMENTATION THOUGHTS FOR ADMINISTRATOR AND STAFF DEVELOPMENT\*

1. Needs Assessment
  - Assessment necessary for justification of program existence
  - Account for the particular philosophy, program goals, & objectives chosen by providing essential hard data and consideration of the school and community needs and desires.
2. Awareness Activities
  - Support for new program (Initial "inservice session")
3. Involve entire staff
  - In SOME decisions
  - Keep them informed
4. Program design team
  - Represent interest groups on your faculty by designating a program design team.
5. Literature Review
  - Team should review and share information on program alternatives.
6. Philosophy, goals, objectives
  - Absolutely necessary for the success of any gifted & talented program.
7. Personally outline the personnel you'll need for the efficient functioning of the program.
  - Could be your certified program coordinator & the designated teachers who will work with the identified students.
8. In-service.
  - Intensive in-service to those teachers who'll be directly involved with planning--a part of AWARENESS.  
     will need specific information on curricular techniques & methods accessible materials, and program alternatives.
  - Information for total faculty and staff  
     If possible, schedule regular meetings for this purpose.
9. Program design
  - Choose a delivery model best suited to community students, cost, implementation, and effectiveness.
  - Build in time lines for planning, implementation and evaluation.
10. Identification
  - Use varying methods keeping in tune with established philosophy, goals and objectives.
11. Design evaluation component
  - Specifically, who will evaluate the program, how and when this will be done.

---

\*Kansas State Committee on Gifted Education - 1979

SOME MODELS OF EDUCATIONAL PROGRAMS  
FOR THE GIFTED STUDENT\*

CO-OP MODEL

"True" co-operative  
"Buy-in"  
sponsoring district

PULL-OUT PROGRAMS

Complete: school  
Grade  
Class

Partial: school  
Day  
Week  
Semester  
Year

GUIDANCE MODEL

EXPENDED LEARNING PROGRAMS

TOTAL MAINSTREAMING

INDEPENDENT STUDY

RESEARCH PROJECTS

ACCELERATED SUBJECT MATTER AND CURRICULUM

SUPPLEMENTAL LEARNING PACKETS

SMALL GROUP INSTRUCTION (MINI-COURSES, SEMINARS, WORKSHOPS)

THE MENTOR APPROACH

FIELD EXPERIENCES

RELEASED TIME

TRAVELING TEACHERS

LEARNING CENTERS

EXTENDED DAY PROGRAM

RESOURCE ROOM

WEEKEND PROGRAM

---

\* From various sources

## STEPS TO EFFECTIVE PLANNING

### FOR GIFTED/TALENTED/CREATIVE LEARNERS

Administrative plans and procedures prerequisite to the establishment of programs for gifted/talented/creative learners are fraught with complex problems and questions that must be resolved satisfactorily. Among the numerous considerations are matters of awareness and effective planning on the part of lay and professional persons.

Recognizing that gifted education may be the most difficult of the mandated areas of Special Education to plan for, implement, and maintain, it is therefore necessary to insure the success and acceptability of these programs through careful and detailed planning.

The following considerations and initial steps are presented on the assumption that a PLANNING PHASE will be authorized by district administrators to permit qualified personnel sufficient time and means to effect exploration activities, viable plans and products.

#### CONSIDERATION I

A MASTER PLAN FOR GIFTED EDUCATION WILL NEED TO BE  
DEVELOPED FOR THE DISTRICT/COOPERATIVE.

#### STEP I.

SELECTION OF A CAPABLE PERSON TO BE ASSIGNED NOT LESS THAN ONE SEMESTER AS DISTRICT PROGRAM PLANNER FOR THE GIFTED/TALENTED/CREATIVE.

THIS PERSON SHOULD BE SELECTED ON THE FOLLOWING CRITERIA:

1. Recognized by colleagues as an outstanding teacher or professional displaying qualities of innovation, creativity, and sensitivity
2. Commands respect of colleagues as a leader
3. Displays genuine concern for g/t/c students and their education
4. Possesses some basic research and writing skills
5. Eager to accept responsibility
6. Skillful in public relations
7. Trained in Gifted Education

STEP II.

THE PERSON SELECTED IN STEP I IS ACCOUNTABLE TO THE ADMINISTRATOR RESPONSIBLE FOR PROGRAMS FOR THE GIFTED/TALENTED/CREATIVE AND SHOULD BE ASSIGNED A PORTFOLIO WITH THE FOLLOWING DUTIES AND RESPONSIBILITIES:

1. FORM AN ADVISORY COMMITTEE/COUNCIL REPRESENTING LAY AND PROFESSIONAL PERSONS TO ASSIST IN THE PLANS AND PRODUCTS OF THE PLANNING PHASE.

How many?

Who?

How selected?

Duties?

Formation of task forces:

Philosophy and goals

Identification procedures

Curriculum and materials

Programs and program evaluation

2. CONDUCT A RESEARCH OF EXISTING PROGRAMS ACROSS THE UNITED STATES TO GAIN AN UNDERSTANDING OF PRESENT PROVISIONS AND TRENDS.

Consultant for the gifted in each state department of education

Director of Special Services in larger cities

Make visitations to nearby programs

3. CONDUCT A RESEARCH OF THE LITERATURE. COLLECT  
RELEVANT MATERIALS TO BE USED AS A RESOURCE LIBRARY

Consultant for the gifted in each state department  
of education

City library

College/university library

Office for the Gifted/Talented in Washington

Education Index

Psychological Abstracts

Newspapers

Magazines

Professional journals

Gifted Child Quarterly (NAGC)

Talents and Gifts (CEC-TAG)

ERIC (CEC)

4. PLAN AND CONDUCT A COMPREHENSIVE ANALYSIS/ASSESSMENT  
OF DISTRICT NEEDS AND RESOURCES.

Population

Testing/assessment instruments now in use

Statistics available

Statistics needed

Resources:

school media

community

Physical facilities

Geographic and demographic considerations

# 5. MEET WITH EVERY BUILDING PRINCIPAL TO

- a) make formal introduction if necessary
- b) briefly present district plans to date
- c) solicit support
- d) make known available resources (human and material)

# 6. MEET WITH ALL TEACHERS AT EACH BUILDING

- a) as an entire staff
- b) by grade levels
- c) on departmental basis

Explain how they will fit into district plans in the

- a) identification and selection of target population
- b) programming designs

Ascertain interests, attitudes, concerns

Offer services as resource person

Include ancillary personnel with teachers or arrange for a separate meeting date

# 7. PLAN AND DIRECT INSERVICE TRAINING FOR DISTRICT PERSONNEL.

Determine needs and concerns of staff:

- institutes
- seminars
- workshops
- study groups

Utilize existing staff expertise

Arrange for outside consultants

Set up task forces at building levels

Coordinate efforts with Parent-Teacher organizations

## CONSIDERATION II

### PLANS FOR THE IMPLEMENTATION OF A PILOT PROGRAM

#### STEP I.

THE PILOT PROGRAM CITED IN THE COMPREHENSIVE REPORT IS READY FOR REFINEMENT AND IMPLEMENTATION.

Aspects of a pilot program to consider:

- Unique learning needs of students
- Program prototypes
- Grade level(s) to be involved
- Student identification and selection
- Number of students to participate
- Program content
- Frequency and length of session(s)
- Written individual education programs (IEP)
- Personnel needs
- Housing and facilities
- Materials and equipment needed
- Transportation
- Conferences with professional staff
- Parent and community involvement
- Evaluation plan

**NOTE:** The district program planner may assume the role of teacher/facilitator for the pilot program or remain as planner to complete or expand that task. If the latter option is decided upon, another qualified person may assume instructional duties and responsibilities.

#### STEP II.

UPON COMPLETION OF THE PILOT PROGRAM, PROGRAM EVALUATIONS AND ANALYSES MUST BE ACCOMPLISHED AND STUDIED. RECOMMENDATIONS FOR PROGRAM EXPANSION ARE DEPENDENT ON THESE DATA.

8. IDENTIFY A RESERVOIR OF STAFF PERSONNEL AND COMMUNITY PERSONS WHO WOULD POSITIVELY COMPLEMENT A PROPOSED PROGRAM FOR GIFTED/TALENTED/CREATIVE LEARNERS.

Questionnaires

Personal interviews/visits

Inventory of skills/abilities of community persons

9. PLAN FOR EFFECTIVE COMMUNITY RELATIONS.

Parents

Interested community persons

School board members

Service organizations

Social clubs

WHEN SUFFICIENT INFORMATION HAS BEEN ACCUMULATED FROM THE ABOVE ACTIVITIES, THE FINAL STEP OF THE PLANNING PHASE IS READY TO BE TAKEN!

### STEP III.

ASSEMBLE COMPREHENSIVE REPORT TO BE PRESENTED TO THE SUPERINTENDENT OR BOARD OF EDUCATION. INCLUDED IN THE REPORT SHOULD BE A SUMMARY OF ACTIVITIES CARRIED OUT IN THE PLANNING PHASE AND AN OUTLINE OF A PROPOSED DISTRICT PROGRAM K - 12.

Suggested components of the proposed program:

Philosophy and goals

Resources (human and material)

Personnel needs

Identification procedures

Program models and options

Pilot programs

Plan for evaluation

I. Current Local District Philosophy.

A. "Society has charged the public schools with the task of training young people to carry out the duties and responsibilities of maintaining our future society."...

B. The student, then, is our main consideration. Despite the varying abilities of students, the results of education can be considered successful if the student can be aided to feel successful and if he has at least begun to realize his potentialities."...

II. Local Position statement on Gifted.

A. The USD #440 program encompasses the guidelines of the state mandate and seeks to move beyond minimum standards by attempting to meet the educational needs of very capable students in the following categories:

1. Gifted - Academically superior students as defined in the state mandate.
2. Talented - Students who have superior ability in one, possibly two areas.
3. Creative - Students who utilize unique methods of solving problems and completing assignments as well as presenting ideas and concepts. Attention will also be given to leadership abilities.

B. In addition to demonstrated ability, students with "potential" for these areas of capability will be considered.

III. Goals

- A. To meet the unique developmental needs of outstanding students.
- B. To stimulate, motivate and encourage students' self-direction, interests, talents and abilities.
- C. To expand learning opportunities and enhance performance in line with ability and experience.
- D. To foster a positive self-concept and realistic self-evaluation

#### IV. Identification Procedure:

- A. Group achievement tests (given yearly)
- B. Group Scholastic aptitude tests (given in alternate years)
- C. Special tests and inventories administered as needed
- E. Counselor, administrator, staff recommendations
- F. Self-referral
- G. Parent referral
- H. Individual achievement and scholastic aptitude tests administered as needed.
- I. Individual records kept for each student recommended

#### V. Program prototypes

- A. The "Guidance Model" will be the prototype because it focuses upon the total development of the individual student and includes the following options:
- B.
 

|                 |                     |                       |
|-----------------|---------------------|-----------------------|
| Group work      | Community Resources | Acceleration          |
| Field trips     | Career Counseling   | Independent study     |
| College Classes | Mentorships         | Personal Counseling   |
| Scholarship Aid | Enrichment          | Credit by examination |
| Work-study      | Summer programs     |                       |

#### VI. Delivery System

- A. At the Elementary and Junior-high level, the classroom teachers will be the primary component of the delivery system. Effort, resources, and personnel will assist them.
- B. At the secondary level, the high school counselor will be the facilitator with all administrative, faculty and staff personnel working in the program with the individual students.

#### VII. Local Program evaluation

At the end of each school year the following will be prepared:

- A. A description of the year's activities and progress
- B. An outline of planning for the coming year
- C. Survey of faculty and students in the program
- D. Other relevant information as needed or requested

#### VIII. Continuing Local Responsibilities

- A. The District Committee will serve in an advisory capacity for the program.
- B. Staff orientation and in-service will be held each year for faculty and administration.
- C. Because of the broad nature of the program, no percentage or pre-determined number of students to be served will be set. Rather, each recommended student will be included in the program or an explanation will be made as to why this cannot be done.
- D. As many materials and resources as possible will be assembled for use by students, faculty and support personnel in the program.
- E. Local Budget

## 1. State reimbursement (approved program)

|                                                                |                  |
|----------------------------------------------------------------|------------------|
| A. full time certified teacher of gifted                       | <u>\$4815.00</u> |
| B. Provisionally Certified teacher of gifted                   | <u>\$2888.00</u> |
| C. half time certified teacher of gifted                       | <u>\$2407.00</u> |
| D. Paraprofessional                                            | <u>\$2407.00</u> |
| E. travel (80% of student or teacher travel<br>up to \$600.00) | <u>\$600.00</u>  |

## 2. Other program requirements

|                                                                                                                                    |                             |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| A. Teaching aids, special materials, tickets for<br>cultural events                                                                | <u>                    </u> |
| B. Mileage for students' attendance at cultural<br>events, field trips, etc.                                                       | <u>                    </u> |
| C. Expenses for attendance of conferences and<br>training institute in Gifted Education for staff                                  | <u>                    </u> |
| D. Funding for special educational opportunities<br>for students, e.g. college credit, correspondence<br>courses, institutes, etc. | <u>                    </u> |
| E. Other expenses                                                                                                                  | <u>                    </u> |
| total                                                                                                                              | <u>                    </u> |

## IX. Other factors:

- A. The role of the certified personnel in the program will include leadership, program maintenance and direction, specifically:
  1. In-service programs
  2. Materials acquisition and organization
  3. District, state and federal reporting
  4. Program coordination
- B. The role of the paraprofessionals will be primarily to allow the regular classroom teachers to spend additional time with outstanding students.

USD #440 GIFTED EDUCATION  
Planning Schedule

AUGUST

SEPTEMBER TO NOVEMBER 15

NOVEMBER 15 to DECEMBER 23

JANUARY

FEBRUARY

MARCH

APRIL

MAY

|                                     |  |  |  |  |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|--|--|--|--|
| Activities<br>to meet<br>Objectives |  |  |  |  |  |  |  |  |  |
| Assigned<br>Responsibilities        |  |  |  |  |  |  |  |  |  |
| Reporting<br>Form                   |  |  |  |  |  |  |  |  |  |
| Communication                       |  |  |  |  |  |  |  |  |  |

NOTES:

## IN SEARCH OF.... A MODEL FOR GIFTED EDUCATION

There are many models for gifted education and many more variations of each model. School districts have a wide range of options open to them as they seek the most appropriate way to meet the educational needs of students with outstanding abilities and potential.

Amid this search for a model, another area is rapidly emerging - that of ideas, concepts and techniques which can be utilized with any of the basic models. The obvious advantage is that if a program modification or change of direction occurs, a core of concepts and specific techniques would remain in place to provide continuity for the program and continued learning experiences for students. These concepts which transcend separate models include:

Personal educational and vocational counseling.

Increasing study skills and reading ability.

Enhanced skill development in communication.

Awareness of the needs of outstanding students.

Development of higher level thinking and planning skills.

To this list could be added "The Umbrella Concept." In using this concept, a school would select an "umbrella" topic for the school year. This topic should (1) be very broad and (2) have a high potential for interest. Examples would include:

Energy

The Future

American Government

(Specific problem solving)

A time period (1920's)

It is important that the school agree on the topic and realize that a topic could be repeated after four or five years. After the topic is decided upon, each faculty and staff member would implement one or more learning experiences relating to it. Whatever delivery system for gifted education would easily utilize this concept. The spin-off value of this type of program is immense and it allows a school to focus on a single broad concept which can also promote unity and idea sharing. There is no limit to how this concept can be successfully utilized. A "pep assembly" can be built around a "future" theme and a yearbook could easily relate to a specific theme. Even proms and informal dances relate very well to specific themes.

This concept is very easy to implement, costs very little, stimulates creative thinking, links all aspects of the school to a common cause, allows for individual and diverse projects and topics in every academic and related discipline.

## SOME ISSUES IN GIFTED EDUCATION

1. I don't see why the classroom teacher has to do so much of the "identification" of gifted students. We have more than enough to do as it is...
2. I just don't agree with the whole idea of "gifted education." I want to spend my time as a classroom teacher with the slow and the average student.
3. As a counselor, I think this whole idea of gifted education is "undemocratic." The gifted get along OK now, why all this money and effort now?
4. As an administrator I'm fed up with mandates that force us to do things we don't want to do, that we don't need and that cost us greatly in per pupil expenditures.
5. As a parent I'm so glad there is, at last, a special program for our gifted son and daughter. Sometimes I feel a little guilty that these opportunities for new learnings and experiences are not available for all children. Am I wrong?
6. Well, this "gifted business" is OK for the elementary level, but it just won't work in the middle school. Kids are just too "active" during those growing up years. Let kids be kids for a while.
7. Gifted education is fine. Those "nuts" should be separated from the "normal" kids anyway. They have too many personal, social and emotional problems to function in a regular classroom.
8. Ha! you think he's gifted? He just received a low "B" in my German II class. If he was really gifted, he would get "A's" in everything, wouldn't he?
9. What do you mean "gifted? She dropped out of school didn't she. If she was really gifted she would have graduated then gone on to college, maybe in nursing wouldn't she?
10. Gifted education for boys, I can buy; but not for girls. Boys are naturally superior to girls aren't they?
11. What do you mean that the daughter of the mayor is not gifted? I'm sure when you "re-think" your identification procedures, you will find that she is gifted. Right?
12. Gifted? He can't even speak English properly. His parents don't even speak English at all. He can't be gifted can he?
13. As a Junior in high school, why should I participate in a program like this (Gifted) it will be more work and all my friends will think I'm "odd," won't they?

Q What is a gifted student?

A Every individual has special talents and abilities. A program must be developed which seeks to meet needs which are not being met through the regular educational program.

Q How do we identify a gifted student?

A This is a complex question; but a brief answer would be to develop several equally important criteria and involve several people over an extended period of time.

Q What is the difference between "gifted" and "talented?"

A What ever you want the difference to be! I like to define "gifted" as a general, broad ability in several academic and social areas and "talented" as having one, possibly two areas of outstanding ability.

Q How do we determine "needs" in providing for gifted students?

A. First, by asking students and parents and secondly, by knowing what resources are already available within the educational framework of the school. The "program" then will try to meet the needs which cannot be met in other ways.

Q. How should gifted education programs be funded at the local level.

A. Teachers, staff, counselors and administrators can utilize some of their time and resources in this area as already scheduled. There is (in Kansas at the present time) reimbursement for partial salaries and some other phases of the program and federal and state funds are available through grants.

Q. How should we publicize a program for the gifted?

A. By not using the term "gifted" very often. And by publicizing plans in advance in a variety of formal and informal media.

Q. How do we develop a "differentiated curriculum?"

A. Actually you already have a variety of materials and resources which differentiate between abilities. Media centers add more and a well-planned budget can be stretched to cover many new materials which can be reused by future students. Also the student's minds can be used to develop and design new, differentiated materials.

Q. How should we select instructional and supportive staff?

A. They are already selected! They are the present (and new) staff of your school. Some will work more directly with students and others will be the "supportive staff." Work with these people to develop awareness and skills.

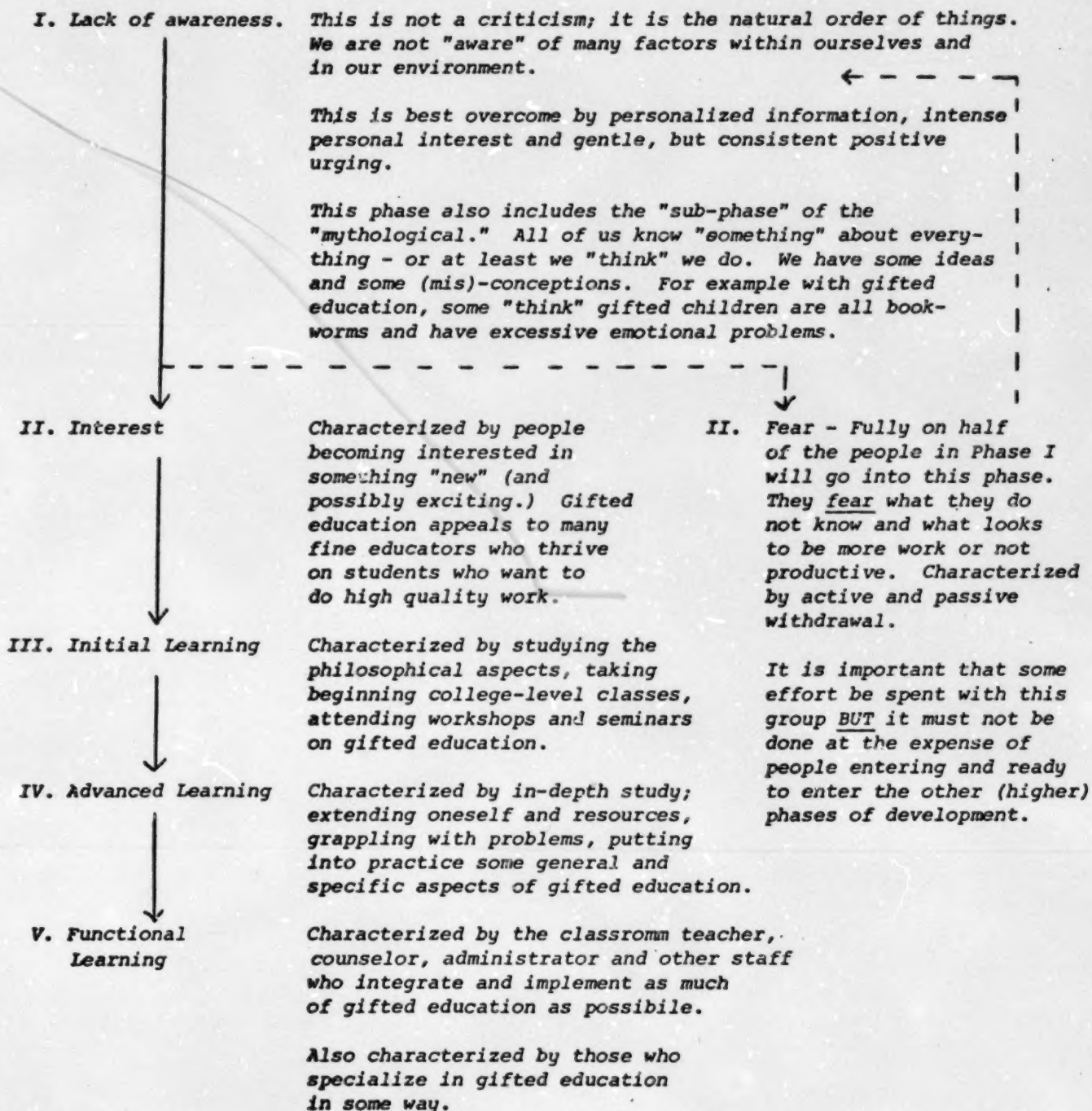
Q. What is the best type of program?

A. The one which meets most of your needs, the needs of your district and the one which works best.

## Developmental Phases of a Gifted Education Program

Why do people lose interest in programs after having seemed to be so enthusiastic?

Sometimes it is good to understand some of the natural processes which any program will go through. Having this knowledge, a school can realize potential problem areas and move to remedy them.



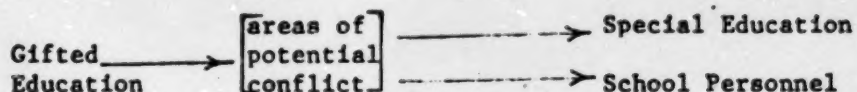
## HOW TO MAKE WAVES - WITHOUT DROWNING

People in gifted education can be extremely successful in their endeavors to develop gifted education programs in a single school, a school district or throughout a cooperative covering several school districts. However, sometimes the results are far less than successful. It is true that a small part of the reason for an unsuccessful gifted education program may be an outside factor such as economics, location or community problems; however, over 95 percent of the reasons programs in gifted education fail or are less than highly successful can be avoided or corrected by the person in charge of the gifted education program!

One of the greatest assets for a gifted education program is the personality of the person in charge. Personality conflicts do more damage than any other single factor to gifted education programs.

An understanding of the "real" jobs of other educators and non-educators is also essential for a successful gifted education program.

A conflict to be avoided - and one seldom discusses, is the conflict which can develop between gifted education and the other personnel in the special education program or cooperative.



A second area of potential concern to gifted education is the "image projection" of the program. This is almost solely dictated by the person in charge of the program.

Whether the community, schools, students and others view the program as "elite" important, a farce vital or just another pile of paperwork is the responsibility of the person in charge of gifted education.

A third area to be developed by people in gifted education is that "gifted education is a shirtsleeve, hard-working career-not an executive, arm-chair job!"

Too many gifted programs are marginally successful because the person in charge views the position as an advisory, consultant or facilitation type of role - avoiding the nitty-gritty, often tedious and exacting work that goes into a successful program in gifted education.

An even greater error is to use others such as teachers, counselors, parents, students or staff for the "work." Successful gifted education programs are directed by those with management skills, dedication to the area of gifted education, intelligence and the ability, when called upon, to do the actual work involved in the program or in the classroom.

Another component included in successful gifted education programs is a leader who wants to develop the best program possible in his/her school, district or co-op. A real error is made when a leader in gifted education begins to try to solve all the problems of the world - and neglect the students faculty, staff and administration of the school or district.

Perhaps the old hymn "Brighten the Corner Where You Are" has real meaning to gifted education programs.

In summary, the person in charge of a gifted education classroom or program has the potential for making that program a success or failure and placing the blame for failure elsewhere is simply not a sound argument. The personality of the leader, the image of the program and the specifics of management and task orientation provide the essential ingredients for the success of gifted education programs.

## THE GIFTED STUDENT IN THE MAINSTREAM OF EDUCATION

- I. There are many "models" of gifted education programs in America. One of these is the "Guidance Model."
- II. The Mainstream Program primarily utilizes existing personnel, procedures resources and facilities in "novel and unique" combinations to provide for the needs of students with outstanding potential, abilities and skills.
- III. Advantage of the Mainstream Program include:
  - A. Adaption to any educational level
  - B. Opposition to the "elite" concept - both in philosophy and practice
  - C. Allows for flexibility - entering, leaving, modification
  - D. Allows for "natural" peer social interaction
  - E. Involves more of the educational community in identification and in the total program.
  - F. Allows for broader teacher growth
  - G. Emphasis on the "program" is reduced (it is not a "cult")
  - H. Emphasis is on total student development
  - I. Emphasis is also on the "product" - as defined in local and community terms as well as "global" objectives.
  - J. Facilitates the "total systems" approach to education
  - K. Allows for broader use of parent groups
  - L. "Spin-off" ideas, materials and concepts are readily available to other faculty and students.
  - M. Less expense is involved
  - N. Results may be longer-lasting (because of the many people involved)
  - O. Appeals to the "Democratic" way of doing things.
  - P. Fewer chances for errors in identification
  - Q. This is an excellent program for the small, rural schools!!
- IV. Other comments regarding implementation of the mainstreaming program:
  - A. Requires extensive communication - in groups and on an individual basis.
  - B. Requires extensive documentation.
  - C. There is a higher "ambiguity" factor present
  - D. Public relations is of a "different" nature than from academically-based programs.
  - E. It can meet all federal and state guidelines.
- V. Implementation of a Mainstream Program.
  - A. Name the program, but avoid cute, clever titles.
  - B. Identification procedures are broader-stressing teacher evaluation and past achievement.
  - C. Tests are used to screen in not screen out.
  - D. A director is essential.
- VI. Results of a successful mainstream program
  - A. Individual student (as well as teacher and parent) growth
  - B. Spin-offs for other students
  - C. Blends well in the educational program in the schools
- VII. Summary
  - A. A program exists - with low external profile and high internal profile.
  - B. Students are identified
  - C. Students are the central power of the program
  - D. Teachers are a key factor in the total program

The teachers role in gifted education is a central one. Without the initial identification and support; instructional expertise and encouragement of the teacher, gifted education will not be totally effective.

The concept of Gifted Education is not opposite of other Special Education Programs; rather, it supports and strengthens these concepts.

Likewise, Gifted Education is not an elite concept! It seeks to assist all students in becoming the best they can become. However, gifted education must be defined by each school or district. The average and above average student, as well as others, can benefit from "spin-off" programs of Gifted Education.

Certainly not every student should require identical amounts of a teachers time and concern; however, often the average and especially the superior student receives little or none of the teachers "personal" time (time other than routine, educational or instructional). For example:

Are as many complimentary notes sent home to parents as "discipline" or "failing" notices?

Do teachers "just talk, share and interact" with average and above students?

Are there as many field trips and out-of-school experiences for the superior student as for the other students?

Are there as many conferences with the better students as there are with the underachieving or failing students?

Are there conferences with parents of top students?

Are top students criticized if they are not "tops" in all areas?

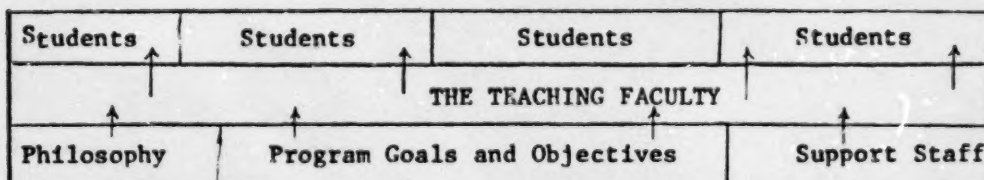
Is time spent in considering student potential as well as student achievement?

Do tests, instructional methods and materials speak, at least partially to such areas as "convergent and divergent thinking; Evaluation; implications and applications?"

Are teachers aware of (and are students aware of) learning styles of students?

Is there systematic evaluation programs for all students? Not a "hit and miss" testing program or a program based solely on I.Q.?

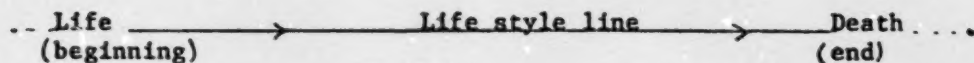
Did we make an effort to say something special - to the average students, even the good students you have had in class? Good! I'm glad you did.....



## A LIFE STYLE LINE AND GIFTED EDUCATION

All people move through life from a beginning to an end. Ideally and as in mathematics, "The shortest distance between two points is a straight line."

FIG. I

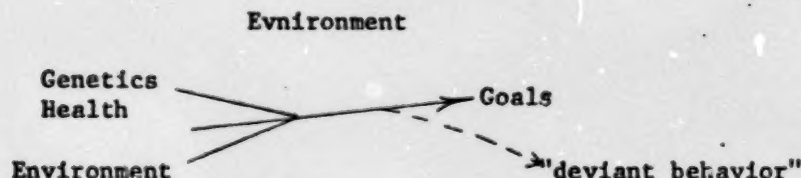


This scientific concept does not conflict with any moral, religious belief. It is a scientific truism which cuts across many lines without dissecting them. Beliefs in "life after death," or "predestination" can be readily encompassed.

By their very nature, human beings do not conduct their life style in a parsimonious, efficient manner. If they did—life would, most likely, be dull, plodding and void of change and excitement. However, there are two principal factors which can be drawn from this concept which bear directly upon education and directly and upon Gifted Education in particular.

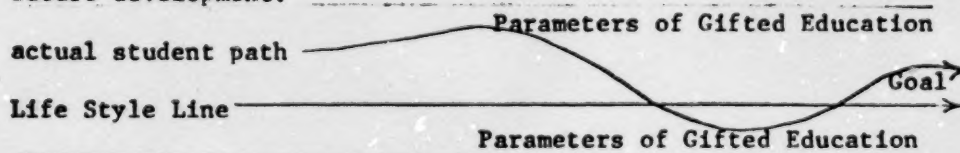
1. There are many forces both within and without the individual influencing the direction and velocity of the life style line. Individuals, then, must have some plan of their life style or they will be effected by "other factors."

FIG. II



2. While being broad, these are personal and societal parameters which guide and limit most human endeavors. Fear of punishment, social pressure, lack of reward, lack of knowledge, and other factors influence direction and deviation from the "broad" pathways of life. If a person chooses to ignore the "social parameters" of a life style, their behavior is "Deviant" (This is not to say that such behavior is "good" or "bad"—rather it is markedly different from the attitudes and behavior patterns of most people, of a time frame or society.)

3. Gifted Education programs can greatly assist students in moving toward broad, general goals without making drastic errors which will hinder an individual's future development.



4. Without a comprehensive delivery system of Gifted Education, chances are much greater that (gifted) students will make serious errors in growth patterns, some of which may never be remediated.

"Change is inevitable but growth is not!" The purpose of this concept is to show that gifted education, planned and implemented correctly, can help students alter and adapt the change processes in the physical, psychological, and emotional components of personality so that they are more continuous orderly-and proceed, as an integrated unit in a valued direction.

This concept does not imply an imposed determinism or reduction in the "free will" of the individual gifted student. Rather it seeks to maximize the awareness, experience and feeling of freedom within the student.

Class \_\_\_\_\_ Teacher \_\_\_\_\_

The following skills have been considered "basic" to learning experiences in major areas. You might want to use this as a "quick checklist."

| <u>Skill</u>         | <u>How we are meeting this skill</u> |
|----------------------|--------------------------------------|
| Vocabulary           |                                      |
| Spelling             |                                      |
| Definition           |                                      |
| Derivations          |                                      |
| prefix, 'suffix      |                                      |
| Tables, graphs, maps |                                      |
| Symbols              |                                      |
| Testbook Skills      |                                      |
| Overview             |                                      |
| Headings             |                                      |
| Sub-Headings         |                                      |
| Index                |                                      |
| Glossaries           |                                      |
| Reading              |                                      |
| Main ideas           |                                      |
| Sequence             |                                      |
| Reasoning            |                                      |
| Detail               |                                      |
| Context              |                                      |
| Fact vs. Opinion     |                                      |
| Library Skills       |                                      |
| Card Catalogue       |                                      |
| Reference Material   |                                      |
| Leisure Reading      |                                      |
| Research Skills      |                                      |
| Study Skills         |                                      |
| Follow Directions    |                                      |
| Note Taking          |                                      |
| Test Taking          |                                      |
| Writing Skills       |                                      |
| Sentence             |                                      |
| Paragraph            |                                      |
| Theme                |                                      |
| Motivation           |                                      |
| Personel             |                                      |
| Educational          |                                      |